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ABSTRACT

A history is given of the Ohio BOOKS/JOBS Project (funded by the Library Services and Construction Act, Title I through the State Library of Ohio) as represented by Akron Public Library's participation in this project from July 1, 1968 to June 30, 1972. Included are background, description, and statistical data on the five distinct work projects of the BOOKS/JOBS Project: the Ohio Steering Committee; the Summit County Steering Committee; the Pilot Project for Summit County (July, 1, 1968-June 30, 1969); the Continuation Project (July 1, 1969-June 30, 1970); and the Training and Sensitivity Project (July 1, 1970-June 30, 1972). These programs used mainly films and filmstrips to give service and information to the unemployed and underemployed, both directly and through employers and community agencies. Since films on job-seeking were found to be oriented to the middle class, films on black history and culture and sensitivity training were emphasized during the later stages of the project. (Author/LS)

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HISTORY OF BOOKS/JOBS PROJECT:

AKRON PUBLIC LIBRARY

July 1, 1968 - June 30, 1972

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Louise Gail Lawson

August, 1973

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CHAPTER I

BEGINNINGS

The BOOKS/JOBS Program in Ohio began with a conversation.[1] In the spring of 1967, Joseph Shubert, State Librarian of Ohio, commented to Ralph Gabele, chief of the counseling section of the Ohio Bureau of Employment Services,

> . . . that the information resources of Ohio's public libraries were being ignored by most of those unemployed and underemployed who already had the educational background to use these services. Even the staffs of community social agencies often failed to recognize the value of organized information as a social tool. Mr. Gabele agreed. He pointed out, however, that the job materials in the libraries he had visited were almost all out of date.[2]

Within several weeks of this conversation a basic outline for the BOOKS/JOBS Program in Ohio had been developed under the joint sponsorship of the State Library of Ohio and the Ohio Bureau of Employment Services.[3]

Mr. Shubert initiated the BOOKS/JOBS Program by issuing an invitation to librarians from various parts of the state and to representatives of the Ohio Bureau of Unemployment

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[1] Joseph F. Shubert and C. Edwin Dowlin, "Ohio's BOOKS/JOBS Program," Library Journal, XCV (Oct. 1, 1970), 3239.

[2] Ibid.

[3] Ibid.

Compensation[4] and the Ohio Office of Opportunity to meet with the State Library of Ohio to form an Advisory Committee and to discuss the possibilities of libraries cooperating with State agencies in meeting the needs of the unemployed and underemployed.[5]

The first meeting of this Advisory Committee was held on May 18, 1967, in Columbus, Ohio. The following librarians and representatives of State agencies were present:

Miss Elizabeth E. Baker, Head Librarian, Greene County District Library, Xenia

Mr. Edward Daniels, Head Librarian, Columbus Public Library, Columbus

Mr. Jacob Epstein, Assistant Librarian, Public Library of Cincinnati and Hamilton County, Cincinnati

Miss Arleen Franckowich, Job Corps Program, Youth Services Section, Bureau of Unemployment Compensation, Columbus

Mr. Ralph Gabele, Chief, Counseling Section, Bureau of Unemployment Compensation, Columbus

Mr. Paul Handel, Coordinator of Federal Programs, Ohio Office of Opportunity, Columbus (representing Mrs. Lois Rush, Ohio Office of Opportunity)

Mrs. Elma Knepp, Head, Adult Education Book Lending Service, Cleveland Public Library, Cleveland (representing Mrs. Fern Long, Director of Adult Education, Cleveland Public Library)

Mrs. Luanna Stahlecker, Head, Main Library, Akron Public Library, Akron

State Library of Ohio staff:

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[4]This is the former title of the present Ohio Bureau of Employment Services.

[5]Luanna H. Stahlecker, Head, Main Library, Akron Public Library, private interviews on October 14 and 15, 1971.

Mr. Joseph Shubert, State Librarian

Mrs. Faith Stoughton, Head Library Consultant

Mrs. Joanne Wolford, Children's Consultant

Mr. Robert Donahugh, Assistant Librarian, Public Library of Youngstown and Mahoning County, Youngstown, and Mr. Don Heineman, Director, Ohio State Employment Service, Columbus, were unable to be present.[6]

At this meeting Mr. Shubert and Mrs. Wolford

> . . . outlined the State Library's interest in assisting libraries in developing programs and collections which relate to vital needs of people and raised the question of whether the public library could meet vocational needs.[7]

Mr. Gabele of the Bureau of Unemployment Compensation responded by describing characteristics of the unemployment situation in Ohio, some of the employment services of the Bureau, and the problems job seekers face. He emphasized that the real role of the Bureau of Unemployment Compensation was in finding employment for people rather than in paying unemployment compensation. He stressed the Bureau's aim of helping people to find jobs in which they might advance and which tended to use each person's potential as fully as possible. He said that the Bureau of Unemployment Compensation, like libraries, had trouble reaching the "hard-core area of drop-outs and unemployed."[8]

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[6]State Library of Ohio, Columbus, Minutes of Meetings of Advisory Committee, meeting of May 18, 1967, p. 1.

[7]Ibid.

[8]Ibid.

After further exchange of ideas, a proposal was made

> . . . to develop a project to help Ohio public libraries REACH and serve people who need information and skills to enable them get and hold jobs; to develop effective links between libraries and the BUC local offices and educational and social agencies concerned with these needs as a means of reaching such people who have not been library users.[9]

Such a program would involve the State Library of Ohio, interested public libraries, the Bureau of Unemployment Compensation, Ohio Office of Opportunity, Youth Opportunity programs, Bureau of Vocational Education, Urban League, State and local Departments of Education, and other interested agencies.[10]

Further action of the committee was to appoint a Steering Committee to guide the project; focus the program by identifying groups it should reach; determine information and training needed by local librarians and Bureau of Unemployment Compensation people; decide upon the kinds of materials that would best suit the program; oversee publicity; and generally evaluate the program as it developed.[11]

Thus began the Ohio BOOKS/JOBS Program. As Mr. Shubert commented in 1970:

> BOOKS/JOBS was, as far as we know, the first library outreach program for the unemployed to be conducted statewide. . . . the objectives of the program were to help Ohio's libraries reach and serve, both those needing information and skills in order to obtain and hold jobs and also the staffs of government and social agencies which work with the unemployed and underemployed.[12]

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[9] Ibid., p. 2.

[10] Ibid.

[11] Ibid., pp. 2-3.

[12] Shubert, "Ohio's BOOKS/JOBS Program," p. 3239.

CHAPTER II

OHIO STEERING COMMITTEE

A memo to Joseph Shubert from Joanne Wolford dated June 15, 1967, delineates the proposed scope of the newly founded BOOKS/JOBS Project and outlines immediate and long-range objectives of the newly-appointed Steering Committee.

A conference was proposed between the Steering Committee, selected librarians, and experts in the jobs/employment field to:

> (1) present the needs to librarians and assess the ways in which libraries can help meet them; (2) determine priorities and set up communication among these groups; and (3) identify the kinds of materials needed and problems in use of these.[13]

This conference was to be followed by local meetings in the form of one-day area workshops to inform library staffs about:

> (1) local agencies such as BUC and their services; (2) the nature of the employment situation; (3) the needs of job seekers; and (4) materials available.[14]

The memo states that representatives of the Bureau of Unemployment Compensation, Ohio Office of Opportunity, the State Library, and the Akron, Greene County, Cincinnati,

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[13] Memo from Joanne Wolford, Children's Consultant, State Library of Ohio, Columbus, June 15, 1967, p. 1.

[14] Ibid., p. 2.

Columbus, and Cleveland Public Libraries have participated in the planning of the program and have agreed to cooperate in the project.[15]

The memo concludes with a stated budget of $371,575 (encumbering 1967 Library Services and Construction Act Title I [services] funds) including Steering Committee expenses of $1,350; Statewide Conference, $850; nine regional meetings, $2,250; and $359,000 in grants to libraries for the purchase of materials.[16]

The initial meeting of the newly-formed Steering Committee was held in Columbus on July 28, 1967. An election of officers resulted in: Edward Daniels, Chairman; Mrs. Lois Rush, Vice Chairman; and Mrs. Luanna Stahlecker, Secretary.[17]

The complete committee roster included:

Elizabeth E. Baker, Head Librarian, Greene County District Library, Xenia

Edward Daniels, Head Librarian, Columbus Public Library

Robert Donahugh, Assistant Librarian, Public Library of Youngstown and Mahoning County

Jacob Epstein, Assistant Librarian, Public Library of Cincinnati and Hamilton County

Ralph Gabele, Chief, Counseling Section, Bureau of Unemployment Compensation, Columbus

Dr. Fern Long, Head, Adult Education Service, Cleveland Public Library

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[15] Ibid., p. 3.

[16] Ibid.

[17] State Library of Ohio, Columbus, Minutes of Meetings of Advisory Committee, meeting of July 28, 1967, p. 1.

Mary Meredith, Columbus Metropolitan Area Community Action Organization, Columbus

Mrs. George I. Nelson, 1971 Cambridge, Columbus

Lois Rush, Chief, Program Coordination & Research, Ohio Office of Opportunity, Columbus

Luanna H. Stahlecker, Head, Main Library, Akron Public Library

Wilbur Stover, Consultant, School of Education, Ohio State University, Columbus

Joanne Wolford, Children's Consultant, State Library of Ohio (coordinator of project)[18]

At this meeting a formal statement of purpose was formulated:

> To provide materials to the unemployed or underemployed, to retrain and re-educate people for effective social participation, and to provide materials to assist those working in various areas.[19]

Three questions (and tentative, suggested answers) were put to the committee for their consideration before further defining the BOOKS/JOBS Project:

1. Who are the unemployed and underemployed?

   Young people are predominant; all ages included; race influences, poor work habits are more influential; rural as well as metropolitan people included; school drop-outs are potential unemployed or underemployed; those whose jobs disappear because of industrial, economic or social changes.

2. Who should be included in the Project?

   Unemployed and underemployed; intermediaries with unemployed, both professional and sub-professional; private agencies as well as public; school counselors; both rural and metropolitan agencies.

3. What methods and materials should be considered?

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[18] Ibid.

[19] Ibid., p. 2.

> Large quantities of circulating materials specific to job training, but also to personal employment and adjustment; job training films; materials for the intermediary professional and sub-professional (show intermediary what is available and he will bring in the students). Films and film strips selected to promote pride in race; easy reading material for trainee; professional material for professional; file of agencies, which will assist trainee, available in libraries.[20]

The committee concluded at this meeting that three general groups were to be reached by the project:

> (a) the disadvantaged; (b) people in libraries and agencies working with the disadvantaged; and (c) disadvantaged working with the disadvantaged.[21]

This first exploratory meeting (the first of six such meetings held over a period of 10 months) of the Steering Committee helped to focus the direction of the BOOKS/JOBS Project in its emphasis on reaching the disadvantaged and those who work with the disadvantaged, and resulted in the following further action:

1. The BOOKS/JOBS Conference on Unemployed and Underemployed held at the Christopher Inn in Columbus on January 26, 1968. The guest list to this conference included librarians, school administrative personnel, heads of employment/unemployment organizations, and selected library board members.[22] This all-day conference in effect launched the BOOKS/JOBS Project in Ohio. Main speakers were Willard P.

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[20] Ibid.

[21] Ibid., p. 3.

[22] State Library of Ohio, Columbus, Minutes of Minutes of Steering Committee, meeting of Nov. 1, 1967, p. 1.

Dudley, Administrator, Ohio Bureau of Employment Services; Ralph Gabele, Chief, Counseling Section, Ohio Bureau of Employment Services; Evelyn Levy, Library Supervisor of the Community Action Program, Enoch Pratt Free Library, Baltimore, Md.; Martin Essex, Ohio State Superintendent of Public Instruction; Lois Rush of the Ohio Office of Opportunity; and Edward Daniels, Director, Columbus Public Library. Mr. Shubert and Mrs. Wolford of the State Library of Ohio also addressed the conference.[23]

The main thrust of the conference was to inform participants as to the nature and causes of unemployment and underemployment in Ohio, and to educate (and sensitize) them to a new role in which librarians become "vehicles for change"[24] in disseminating information and materials to the unemployed and underemployed.

2. Formula for Allocation of Grants. An equitable formula for the dispersal of the allocated 1967 Library Services and Construction Act Title I (services) funds included the following considerations:

> The library's need for materials to participate effectively in the BOOKS/JOBS program.
>
> The library's experience with carrying on programs relevant to special needs.
>
> Staff potential and the potential relationship between the library, BES, local offices and other vocational agencies.
>
> The number of unemployed and underemployed persons.

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[23] State Library of Ohio, Program of BOOKS/JOBS Conference, Christopher Inn, Columbus, Jan. 26, 1968.

[24] Luanna H. Stahlecker, Notes on BOOKS/JOBS Conference on Unemployed and Underemployed, Columbus, Jan. 26, 1968, p. 3.

The number of branches, bookmobiles, deposits with Community Action Program agencies, etc., operated by the library.[25]

Only two items were covered in this formula for the dispersal of funds: funds for a "core list" and funds for materials on the supplementary list.[26]

The "core list" formula was based on each participating library's need, as determined by its number of "units" (main library + number of branches + number of bookmobiles + number of established deposit collections in settlement houses). The core list was made up of twenty titles,[27] at an estimated cost of $90.00 each. With approximately 700 participating libraries, the estimated cost was $63,000.[28]

The formula for determining the dispersal of funds for the supplementary list was more complicated. Alternative proposals were presented (based on Ohio Bureau of Employment Services (a) unemployment and (b) job-seekers statistics). The formula finally accepted by the Steering Committee[29] was based on the total number of unemployed for a representative period of months divided into $171,000 (the remaining amount allocated

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[25]Minutes of Meetings of Steering Committee, meeting of Dec. 8, 1967, p. 1.

[26]Ibid.

[27]The original plan was to have 20 titles.

[28]Minutes of Meetings of Steering Committee, meeting of Dec. 8, 1967, p. 2.

[29]Minutes of Meetings of Steering Committee, meeting of Dec. 15, 1967, p. 1.

for grants other than pilot projects) resulting in a unit of $1.27. Each county's allocation of funds was determined by multiplying this unit of $1.27 by the number of unemployed in that county. A BOOKS/JOBS committee was to be formed in each county in conjunction with the area Bureau of Employment Services office to devise plans for acquisition and use of materials.[30]

3. Core List and Supplementary Lists. The Core List and Supplementary List were the first two parts of a three-part plan for implementing the BOOKS/JOBS Project in Ohio. (The third part was the development of experimental pilot projects conducted by local libraries.)

The Core List was completed as a core collection of sixteen books and pamphlets offered to every public library agency, including branches, bookmobiles and deposit stations. Both lists, Core and Supplementary, were prepared by Dr. Fern Long and Mary Adele Springman of Cleveland Public Library.[31] The Core List was a basic collection of job-oriented books and pamphlets aimed at a specific audience--the unemployed and underemployed.[32]

The Supplementary List was an extension of the basic list, but also included films and filmstrips.[33] Although the list offered suggested titles, local libraries were encouraged

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[30]Minutes of Meetings of Steering Committee, meeting of Dec. 8, 1967, p. 3.

[31]Shubert, "Ohio's BOOKS/JOBS Program," p. 3240.

[32]See Appendix I.

[33]See Appendix II.

to choose their own material not limited to the Supplementary List. However, selection in areas such as techniques of seeking employment, basic education, self-improvement, skill building and human relations were strongly encouraged. Supplementary grants were made only after the information needs of the unemployed and underemployed had been assessed by a committee of local librarians and Bureau of Employment Services representatives and a plan for the use of materials had been submitted. There were no restrictions on the use of these materials or where they were to be housed.[34]

4. Seven Regional Conferences held in February, 1968. The seven regional conferences were held at the following places and dates:[35]

Akron	February 7	Holiday Inn 200 E. Exchange
Cincinnati	February 9	Victory Parkway Hotel
Portsmouth	February 15	Holiday Inn
Columbus	February 16	Columbus Public Library
Dayton	February 19	Dayton Public Library
Toledo	February 23	Toledo Public Library
Cleveland	February 26	Cleveland Public Library

Librarians and county Bureau of Employment Services representatives were to be the main attendees, but Steering Committee members were encouraged to invite other interested agency and business and industry personnel. Media coverage was

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[34]Shubert, "Ohio's BOOKS/JOBS Program," p. 3240.

[35]Minutes of Meetings of Steering Committee, meeting of Jan. 26, 1968, p. 1.

also to be solicited. Steering Committee members were asked to assist in obtaining speakers, and the dates of the regional conferences were staggered to permit State Library and Ohio Bureau of Employment Services officials to address more than one conference.[36]

The pattern of cooperation between libraries and other agencies, already established at the statewide conference, was further developed at the regional conferences through an interchange of plans and ideas among librarians and agency personnel.[37]

5. Pilot Project requests. Twenty-one initial requests were submitted to the Steering Committee. The sum of $125,000 was set aside for this purpose, and the Steering Committee recommended to the State Library that five urban counties receive a total of $100,000 for pilot projects, and three rural counties, $25,000. They fell into four categories: (1) establishment of centers, (2) mobile units, (3) films, and (4) others.[38]

These pilot projects were to be original and experimental programs for the use of books and films included on the Core List and selected from the suggested Supplementary List.[39]

Akron Public Library was an active participant in all

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[36]Letter from Joanne Wolford, Coordinator, BOOKS/JOBS Project, State Library of Ohio, Columbus, Fall (no date), 1967.

[37]Shubert, "Ohio's BOOKS/JOBS Program," p. 3240.

[38]Minutes of Meetings of Steering Committee, meeting of April 8, 1968, p. 1.

[39]Staff Memo from Luanna Stahlecker, Head, Main Library, Akron Public Library, Fall (no date), 1968, p. 1.

phases of the BOOKS/JOBS Project as outlined by the Ohio Steering Committee.

Almost immediately following the state Conference on Unemployed and Underemployed, the area regional conference was held on February 7, 1968 at the Holiday Inn on East Exchange Street in Akron.

The guest list included librarians from a thirteen-county area, Bureau of Employment Services managers over the same area, business personnel, vocational education teachers, and representatives of social agencies concerned with unemployed and underemployed.[40]

The purpose of the Akron regional conference, as explained in a letter inviting area librarians, was to:

> . . . define . . . the nature of the employment situation and information needs unemployed people have and explore with the Bureau of Employment Services and other vocational people the ways libraries can serve.[41]

The invitation stated that the regional conference would provide more opportunity than the statewide conference for the discussion of action plans for the operating of the BOOKS/JOBS Project on the local level. Such plans were to include the formation of a local committee, the purchasing of books and materials, and the development of a pilot project.[42]

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[40] Letter from John Rebenack, Chief Librarian, and Luanna Stahlecker, Assistant Librarian, Akron Public Library, Jan. 23, 1968.

[41] Ibid.

[42] Ibid.

Approximately 65 attended the all-day conference.[43] Key speakers were: John Rebenack, Chief Librarian, Akron Public Library; Roy Mugrage, Labor Market Analyst, Ohio Bureau of Employment Services, Akron; Dr. Fern Long, Supervisor of Adult Education, Cleveland Public Library; O. L. Pacisico, Manpower Specialist, Office of Opportunity, Columbus; and Joanne Wolford, Coordinator of BOOKS/JOBS Project, State Library of Ohio, Columbus.[44]

The regional conference resulted in the formation of a county steering committee--the Summit County BOOKS/JOBS Committee. This action met the requirement of the Ohio Steering Committee that such a committee be formed as a prerequisite to the receipt of a grant for books and films from the Supplementary List.[45]

With the formation of a Summit County steering committee, the real work of the BOOKS/JOBS Project in Ohio as implemented in Summit County began.

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[43]Notes of Luanna Stahlecker, Head, Main Library, Akron Public Library, February (no date), 1968.

[44]Program of BOOKS/JOBS Project Regional Conference: Akron Area, Holiday Inn, Akron, Ohio, Feb. 7, 1968.

[45]Minutes of Meetings of Steering Committee, meeting of Dec. 8, 1967, p. 3.

CHAPTER III

SUMMIT COUNTY STEERING COMMITTEE

Summit County librarians and agency directors were invited to serve on a committee "for approximately one year"[46] to implement the BOOKS/JOBS Project in the county. Actually, the committee found it necessary to function formally for only a few months.[47] The Summit County BOOKS/JOBS Committee was formed and first met on February 16, 1968, following the February 7th regional conference,[48] and continued its work over the next several months, at which time its activities became merged with the BOOKS/JOBS Pilot Project for the county as administered by Akron Public Library. The roster of the committee included:[49]

Chairman: Mrs. Luanna H. Stahlecker, Head, Main Library, Akron Public Library

Committee members:

Mr. Clarence Radcliffe, Bureau of Employment Services

Mr. George Tomaski, Manpower Development Training Program

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[46]Memo from Luanna Stahlecker, Head, Main Library, Akron Public Library, February (no date), 1968, p. 1.

[47]Stahlecker, private interview on April 26, 1973.

[48]Memo from Luanna Stahlecker, February (no date), 1968, p. 1.

[49]Akron Public Library, Akron, Ohio, BOOKS/JOBS Pilot Project Application, March 29, 1968, p. 1.

Mr. Homer Pettengill, East Akron Community House

Mr. Alfred Witcher, Community Action Council

Miss Caroline Affleck, Cuyahoga Falls Public Library

Mrs. Helen Bertsch, Barberton Public Library

Mrs. Doris Jyurovat, Stow Public Library

Miss Grace Parch, Twinsburg Public Library

Mrs. Dorothy Sykes, Peninsula Public Library

Mrs. Virginia Grazier, Hudson Public Library

Mr. John Rebenack, Chief Librarian, Akron Public Library

Mrs. Betty Pavlov, Head, Film Bureau, Akron Public Library

Mrs. Laurel Fischer, Wooster Branch, Akron Public Library

Mrs. Helen Stahler, Maple Valley Branch, Akron Public Library

Mrs. Margaret Dietz, Publicity and Display, Akron Public Library

Mrs. Betty Hollingsworth, Group Services, Akron Public Library

The committee's first order of business was to determine how the county's libraries--seven main (Akron, Cuyahoga Falls, Barberton, Stow, Twinsburg, Hudson, and Peninsula) and the seventeen branches of the Akron Public Library system--would apply for funds and use the titles from the Supplementary List. (The sixteen Core List books were available to any library asking for them.)

As it worked out, two of the main libraries elected not to apply for funds--Hudson and Cuyahoga Falls--while the remaining five all applied for and received funds for

individually administered Supplementary List material programs.[50]

Included here is a brief summary of activities initiated by the five county libraries receiving grants for materials from the Supplementary List:

A variety of approaches were used to reach the unemployed and underemployed in the various districts within the county. Barberton worked with the Community Action Council in distributing booklists to the Neighborhood Groups and in high school classes serving students of low I.Q. They also placed booklists in "beer joints and pool halls."[51]

Peninsula (with funds provided through its Board of Trustees) paid an instructor to teach increased reading speed, primarily to under-educated in the area.[52]

Stow distributed Occupational Exploration Kits (including booklists) to high school counselors and an employment agency in the area.[53]

Twinsburg prepared booklists and placed a display of BOOKS/JOBS titles at the Community Action Council Neighborhood Center.[54]

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[50]Luanna H. Stahlecker, Chairman, Summit County BOOKS/JOBS Committee, Report on BOOKS/JOBS Supplementary List, Dec. 31, 1968, p. 1.

[51]Ibid.

[52]Ibid.

[53]Ibid., p. 2.

[54]Ibid.

Akron Public Library requested Core List books and most of the Supplementary List titles, many of them in multiple, for each of its branch libraries and bookmobiles and for most of its institutional collections. Some of the titles were requested in multiples of from 10 to 100. In addition, three bibliographies were prepared by Akron Public Library personnel from which agencies could also select.[55]

The total amount allocated to Akron Public Library for titles from the Supplementary List was $6,331. Two-fifths of this amount was budgeted for films and filmstrips.[56] Since Akron Public Library received by far the largest percentage of the funds allotted to the county, it was understood by participating libraries and agencies that the portion spent on films and filmstrips would benefit the entire county.[57] (Akron Public Library's film collection is free on a loan basis to all institutions and responsible adults in Summit County.)

The BOOKS/JOBS contacts inspired new outreach activities at Akron Public Library, and the newly-acquired job-oriented materials were well suited to bookmobile stops and institutional collections already in existence. BOOKS/JOBS materials were supplied to the Manpower Development Training Center and to Community Action Council Neighborhood Opportunity Centers--

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[55] Ibid., p. 1.

[56] Staff Memo from Luanna Stahlecker, Fall (no date), 1968, p. 1.

[57] Stahlecker, Report on BOOKS/JOBS Supplementary List, Dec. 21, 1968, p. 1.

agencies represented on the county steering committee. Job-related pamphlets were circulated along with books at such institutional collections as the Florence Crittendon Home and the Juvenile Court Center. A particularly successful institutional stop was the County Jail, where inmates were "astoundingly grateful"[58] (as evidenced by many notes of appreciation) for BOOKS/JOBS books on such topics as easy math, how to write, how to spell, application letters, grooming, and jobs available.

All branches reported consistent use of books and free materials. Wooster Branch (the area of greatest need) reported that there was good use of books, and that their continuing display of free material needed to be frequently replenished.[59]

The Summit County BOOKS/JOBS Committee also initiated several other activities at its February 16th meeting:[60]

1. In accord with the spirit of cooperation between libraries and participating agencies, tours were arranged for librarians (Akron Public and other county libraries) at the Bureau of Employment Services and the Manpower Development Training Center.

2. It was agreed that the Bureau of Employment Services would send cards of referral to a specific person at

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[58] Ibid., p. 2.

[59] Ibid., p. 3.

[60] Luanna H. Stahlecker, Chairman, Summit County BOOKS/JOBS Committee, Report of Summit County BOOKS/JOBS Committee, Feb. 23, 1968, p. 1.

Akron Main Library (and other libraries in the county).

3. It was proposed at this meeting that a cartoon introduction to the library be designed for use by job-seekers unfamiliar with library services and procedures.

4. Another proposal was made to investigate the possibility of a cartoon series on how to use the library designed for mass-media exposure (newspapers).

5. A third proposal was for the production (possibly by the State Library) of a single-fold pamphlet (again with cartoon illustrations) on "How to get a job and keep it."

6. Other proposals and suggestions were for the use of High School Equivalency Tests films, films on job techniques, and cartoon books and paperbacks on job-related subjects.

This meeting pointed the direction in which the committee would work and set goals for its accomplishment in the months ahead.

A further major effort of the committee was to design a pilot project to be funded from the initial 1967 Library Services and Construction Act Title I grant of $371,575. ($125,000 was budgeted for pilot projects.) The deadline for pilot project proposals was April 1, 1968.[61]

The pilot project was designed over a series of meetings with the full interest and cooperation of librarians and community agency representatives on the Summit County BOOKS/JOBS Committee. Agency representatives strongly urged

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[61]Shubert, "Ohio's BOOKS/JOBS Program," p. 3240.

that a cartoon and film and filmstrip approach be used in reaching the jobless and underemployed. All agreed that the project would be county-wide and would be administered by Akron Public Library. The final plan included films and filmstrips, job-oriented booklists, and a cartoon introduction to libraries. The estimated cost was around $19,000.[62]

Thus concluded the work of the Summit County steering committee for the BOOKS/JOBS Project. Its primary function was to coordinate applications for grants for the purchase of materials from the Supplementary List. Its secondary function was to formulate a proposal for a pilot project to be administered from a similar Library Services and Construction Act Title I grant.

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[62]Staff Memo from Luanna Stahlecker, Fall (no date), 1968, p. 2.

CHAPTER IV

BOOKS/JOBS PILOT PROJECT FOR SUMMIT COUNTY

July 1, 1968 - June 30, 1969

The proposal submitted to the State Library on March 31, 1968, included several costly services to be rendered by Akron Public Library which were rejected by the State Library. These proposed services were an outgrowth of a recommendation by the community service agencies represented on (and consulted by) the Summit County BOOKS/JOBS Committee that "films, rather than books, were a more effective initial way of reaching the unemployed and underemployed."[63]

The services included:

1. Training projectionists from the unemployed and agency personnel.
2. Training program leaders, from agency staffs and their clientele, to conduct film programs.
3. Furnishing film equipment to those agencies and groups unable to supply their own.[64]

These proposals indicate the initial interest by community agencies and the nature of their needs.

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[63] Pilot Project Application, March 29, 1968, p. 6.

[64] Luanna H. Stahlecker, Chairman, Summit County BOOKS/JOBS Committee, Report of Summit County BOOKS/JOBS Committee, June 30, 1968, p. 1.

The stated overall purpose of the BOOKS/JOBS Pilot Project in Summit County was to help the unemployed and underemployed by introducing them to the resources of the public library.[65]

Specific objectives were:

1. To reach non-readers through films.
2. To give them information or help in securing employment or in improving their employment.
3. To give them information to help improve their living conditions and standards.
4. To lead to the use of books on the Core List, the Supplementary List, and related books, following initial contact through films.
5. To lead to use of the library for other educational and recreational purposes.
6. To enlist local community agency cooperation in the use of films and other library sources as educational tools.
7. To extend the cooperative activities of community agencies and the libraries in the county.
8. To reach non-library users through a cartoon booklet by placing copies in BES offices, other community agencies, and area stores. . . .
9. To conduct a pilot project which will have the potential of reaching the unemployed and underemployed throughout Summit County through the cooperation of libraries and community agencies.
10. To present a project so organized that its value will assure an on-going program through county cooperation.[66]

Since films were to be the primary medium through which to achieve these objectives, selection and purchase in four major subject areas were specified:

> (1) Grooming and personal development; (2) Courtesy and social development; (3) Vocational exploration and instruction (getting and holding the right job); and (4) Consumer education (nutrition, health, wise use of money).[67]

Assistance in the use of films in program planning was

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[65]Pilot Project Application, March 29, 1968, p. 6.

[66]Ibid., p. 2.

[67]Ibid., p. 3.

included.[68] A fifth category was later added: Social and economic factors concomitant with poor employment and educational deprivation.[69]

The project was to be administered through the Group Services Department, which already administered a large film collection, and had trained personnel already available.[70] (The request for additional staff was also rejected by the State Library.)[71]

Organizations already contacted and indicating an interest in the project were:

(a) Community Action Council of Summit County-. . . [the program to be] . . . specifically planned through their Neighborhood Opportunity Centers, Headstart Mothers, STRIDE, and Neighborhood Youth Groups. . . .

(b) East Akron Community House. (Neighborhood house in a Hard-Core area, serving 20,000 people.)

(c) Manpower Development Training Program, Akron Board of Education.

(d) Goodwill Industries.

(e) Urban League.

(f) Church organizations (including many from underprivileged areas.)[72]

The project was also to involve Akron Public Library branches and bookmobiles, and other libraries in the county,

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[68] Ibid.

[69] Luanna H. Stahlecker, Chairman, Summit County BOOKS/JOBS Committee, Report on BOOKS/JOBS Pilot Project, Dec. 31, 1968, p. 1.

[70] Pilot Project Application, March 29, 1968, p. 2.

[71] Akron Public Library, Akron, Ohio, BOOKS/JOBS Pilot Project Contract, April 16, 1968, p. 1.

[72] Pilot Project Application, March 29, 1968, p. 3.

many of which already had on-going programs in poverty areas.[73]

It was felt by the community agencies initially interested in the project that

> . . . since communities in the county have well-developed and active agencies working with the unemployed and underemployed, and reach them more effectively than the libraries, this type of interrelated project was planned.[74]

However, the desired result was to lead people to books and the library.[75]

Though $19,612 was originally requested, only $6,000 was granted for administering the Pilot Project. The contract granted to Akron Public Library on April 16, 1968, by the State Library of Ohio provided $5,500 for the purchase of "library materials" (films and filmstrips) and $500 for "other" expenses.[76] "Other" items were booklists accompanying film programs to introduce viewers to books on the Core and Supplementary Lists and other related titles.[77]

The awarding of the grant to Akron Public Library of $5,500 for films and filmstrips (in addition to a percentage of funds for Supplementary List materials) had an immediate impact on Group Services Department which includes the Film Bureau. A BOOKS/JOBS Preview Committee was formed to preview

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[73] Ibid.

[74] Ibid., p. 6.

[75] Ibid.

[76] Pilot Project Contract, April 16, 1968, p. 1.

[77] Pilot Project Application, March 29, 1968, p. 4.

titles once or twice monthly. The committee was composed of branch and county librarians, and agency and school personnel, as well as Main Library staff. After selection, agencies were invited to a monthly film showing to evaluate films for use by their agency.[78]

The Film Reporter, issued monthly from Group Services, was ideally suited for inclusion of BOOKS/JOBS titles of interest to agencies in program planning. (The Film Reporter has a large monthly mailing list, and is used largely to announce newly-released titles.)

Just after the inception of the BOOKS/JOBS program in Summit County, in September, 1968, a propitious event occurred --an area conference on Hard Core Unemployment was held at the University of Akron. Around 200 area employers attended, plus representatives from unions, welfare, and library agencies. This conference was an ideal occasion to distribute a special issue of the Film Reporter announcing BOOKS/JOBS films on inner-city problems and community welfare. This special issue was accompanied by a letter from John Rebenack, Chief Librarian, explaining the services of area libraries.[79]

From this conference a close working relationship developed between Group Services and a number of businesses and large companies who were initiating pre-employment training programs.[80]

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[78]Stahlecker, Report on BOOKS/JOBS Pilot Project, Dec. 31, 1968, p. 2.

[79]Ibid., p. 3.

[80]Ibid.

The first feedback on the use of BOOKS/JOBS films provided helpful information to be applied to future acquisitions. (Pilot Project films were evaluated by users and suggestions made for increased purchase or subject coverage.)[81]

Results of these first findings were:

1. Films about jobs and skills are quickly dated, and often cannot be specific enough for the explicit training needed. Topics which are more important, at this stage, seem to be those that develop, physically and mentally, the person so that he can master and hold a job.

2. These subjects should be added or enlarged:

   Africa: To develop pride
   Drugs: To point up dangers
   Family relations: Parent to child; marriage
   Grooming: How, as well as why
   Mental health: How to achieve it in a state of poverty
   Negroes: culture, history, civil rights movement, development of new ideologies, films with black faces concerning problems and situations that Negroes face (with language and settings they can relate to)[82]

These findings seem to concur somewhat with impressions gathered from experience with patrons by Group Services staff that the undereducated preferred a dramatized film over the documentary when presenting Negro history; that Negro biographies were popular, but identification was less than with Negro history; that the first needs of hard core unemployed were for personal reinforcement; that films were an excellent springboard for discussion (filmstrips provided more basic information); short cartoon films were good

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[81] Ibid., p. 5.

[82] Ibid.

ice-breakers; films with an aura of teaching or preaching did not reach an audience whose members were not successful in a school situation; and, strictly entertainment films were good at breaking down barriers to film showings.[83]

Film programs were also initiated in a number of county and branch libraries as a part of the BOOKS/JOBS Project. Reports indicated that there was some success in reaching agency personnel dealing with the unemployed, but very little success in reaching the non or underemployed themselves.[84]

Twinsburg developed an experimental program dealing with the Board of Education, the schools, Bureau of Employment Services, Family & Children's Services Society, Twinsburg Employment Service, and Community Action Council. A main discovery in the use of films was that young black viewers could not "relate" to many of the films because the significant films characters were not black.[85] This was an aid to future film selection.

Several activities which grew out of the first stages of the BOOKS/JOBS Project were: (1) an article in Film News (a national film review journal) on "Akron's Place in the Project," by Luanna Stahlecker and Betty Pavlov; (2) a request by the editor of Film News, Rohma Lee, that Betty Pavlov, Head of the Film Bureau, evaluate films and filmstrips

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[83] Ibid., pp. 5-6.

[84] Ibid., p. 6.

[85] Ibid., p. 7.

related to employment and write reviews on such films; (3) the publication by Akron Public Library's Publicity & Display Department of the cartoon introduction to the library, What Do You Want To Know?; (4) a weekly contracted delivery and return service (for films and other library materials) to county libraries--Barberton, Cuyahoga Falls, Stow, Twinsburg and Peninsula; and (5) sharing with Cleveland Public Library of a list of BOOKS/JOBS films and filmstrips purchased by Akron Public Library.[86]

The cartoon booklet (mentioned above) introducing a new patron, perhaps a school drop-out, to unfamiliar library services and procedures, was produced by Akron Public Library's art department. This booklet was made freely available to interested agencies.[87]

During the second six months of the Pilot Project, Group Services prepared two film lists: Urban Crisis and Getting a Job and Keeping It.[88] These were distributed to branch and county librarians, approximately 350 members of the National Alliance of Businessmen, and to 325 individuals on the mailing list of the Council of Churches.[89] These booklists gave further impetus to a growing trend: increased use by industries, churches, and organizations of all types,

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[86] Ibid., p. 8.

[87] See Appendix V.

[88] See Appendices VII and VIII.

[89] John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Report on BOOKS/JOBS Pilot Project, June 30, 1969, p. 1.

of films in both the training and "sensitivity" areas.[90]

During the second half of the year, the film selection pattern shifted for several reasons: (1) films in the "job getting and keeping" category were too middle class-oriented; the committee decided to wait and see if producers would respond to needs of the lower economic levels and the unemployed; and (2) a great interest was expressed in films on black history and culture as a means of finding racial identity; consequently, films purchased during the second six months of the project fell mainly in this category.[91]

Another propitious (for the BOOKS/JOBS Project) event occurred in May, 1969. The Job Film Fair, sponsored by the American Foundation on Automation and Employment, was held in New York City. Mrs. Betty Pavlov, film librarian, attended and was greatly encouraged by the the interest of businessmen in films in the area of employee sensitivity training, as well as on-the-job training.[92]

The film fair was well attended by employers, social agency training personnel, Department of Health, Education and Welfare representatives, film producers, trainees in on-the-job training programs, librarians, and ghetto youth. Four major subject areas were viewed and evaluated:

1. Understanding the World of the Ghetto
2. Orientation Towards and the World of Work

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[90] Ibid., p. 5.

[91] Ibid., pp. 1-2.

[92] Ibid., p. 2.

3. Specific Orientation of White Employers, Managers, Workers

4. On-the-job Training[93]

A catalog of titles and evaluations was prepared for participants and others interested in training and sensitivity films. Mrs. Pavlov felt this was a valuable assist in gaining insight into attitudes of ghetto youth, problems businessmen face in instituting training and sensitivity programs, as well as an exceptional opportunity to see many films and hear a variety of responses.[94]

The second half of the Pilot Project produced several fruitful contacts and saw several productive film programs initiated. A successful film series was sponsored by Wooster Branch (Akron Public Library) in cooperation with ten black organizations in the city (Malcom X Freedom School, United Black Front, Lane Improvement Association, Community Service Center and Urban League, Lane-Wooster Community Action Council, National Association for the Advancement of Colored People, Black United Students, NAACP Youth Council, Poor Peoples Headquarters, and the West Side Neighbors). This series was well attended, and resulted in many requests for films by a variety of organizations and schools, and resulted in further film programs at other locations.[95]

An excellent contact proved to be Mr. Emmitt Reaves,

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[93] Ibid.

[94] Ibid., p. 3.

[95] Ibid., p. 4. See Appendix IX.

trainer for the Goodyear Springboard program, a preparation program for the formerly unemployed and unemployable. He used BOOKS/JOBS films extensively and served in an advisory capacity on the film preview committee. A survey taken by Mr. Reeves to discover his trainees' film preferences and information needs was of great help to film selectors at Akron Public Library. Mr. Reeves efforts to determine film interest yielded the following results, in order of preference or need:

Sex (and the consequences)

Human relations, including that which pertains to understanding between races, age groups, etc.

Personal finances, including computation of net pay, credit

Dope, drugs, narcotics

Pimping--prostitution and Sports — How to make money in these two areas which this group of hard-core unemployed considered the primary areas in which a black man can make it (financially)

Automobiles

Intra-family relations ("Why do parents make differences between their children?")

Negro history ("Was Cleopatra black or white?" "Was the Son of God black or white?" "Who was Nat Turner?" "Who is Uncle T?")

Black man--intra-race conflicts, including jealousy of achievement of own people

Applying for a job, interview

Discrimination, social and economic

Discipline

World problems and U.S. involvement

Contentment in a job

Political rights--change in voting age

How one appears to others

Mixed marriages

Slum, poor problems[96]

Another excellent contact was the Urban League, which made extensive use of BOOKS/JOBS films in its On-the-Job Training Program.[97]

County libraries, i.e., Stow, Peninsula, Cuyahoga Falls, Barberton, and Twinsburg, did not continue specific programs during the second half of the pilot project, but felt that the BOOKS/JOBS Project had made them aware of needs in the areas of non and underemployment and enabled them to continue making vital use of BOOKS/JOBS materials both in the library and through agency contacts.[98]

The major results of the BOOKS/JOBS Pilot Project were summarized in the final narrative report as follows:

1. Guidance personnel, organizational on-the-job training personnel and business men have been made aware of the resources specific to their work at the Akron Public Library.

2. Members of churches, clubs, and organizations, particularly of the black community, have been made more aware of the resources of the Group Services Department and its ever growing collection of films and filmstrips on black history and culture and problems facing the poor. . . .

3. A noticeable recognition that the Akron Public Library is an institution involved in the concerns of the community. There have been comments by organizational members and businessmen acknowledging this recognition. Many of the comments have been made by people in

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[96] Ibid., pp. 4-5.

[97] Ibid., p. 5.

[98] Ibid., pp. 11-12.

predominantly black organizations.

4. Library staff knowledge: Previewing films, staff meetings dealing with B/J books and films, showing films to groups, all have served as sensitivity training for the library staff. . . .

5. Four specific results:

   a. Mr. Clarence Radcliffe, BES, has been on the previewing committee. He is so impressed with the film Employing the Disadvantaged that he has offered to go out to groups with the film, and is using it in the NAB program.

   b. Mrs. Laurel Fischer, Wooster Branch librarian, ran an extremely successful series of B/J films programs . . . in cooperation with black member organizations of widely varying viewpoints. The films sparked prolonged, stimulating, and amicable discussions.

   c. Mr. Reaves, trainer for the Goodyear Springboard program, found B/J films the most satisfactory medium for reaching the hard-core group, so planned the film approach as primary in this summer's training program.

   d. Mrs. Betty Pavlov was asked to review B/J type films for Film News. . . .

   e. The unmeasurable effect of community exposure at different socio-economic levels to the B/J films.[99]

This summary indicates the initial directions of the BOOKS/JOBS Project in Summit County, and its impact on the library (especially Group Services), the black community, industry and labor, and the community as a whole. The spirit of eager hopefulness with which Akron Public Library entered into the administration and implementation of the BOOKS/JOBS Project is best expressed in the words of Luanna Stahlecker, Head of Main Library and Chairman of the Summit County

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[99] Ibid., pp. 6-7.

BOOKS/JOBS Committee:

> Good films followed by well directed discussion can give opportunity to voice opinions, air grievances, clarify ideas, re-direct thinking, change attitudes, and stimulate and motivate toward more positive values and goals. At the same time, knowledge and experience have convinced those committee members [Summit County BOOKS/JOBS Committee] who have worked with people in despair, fear or apathy that, although there is a great need for information and direction, the most urgent need is for inspiration, motivation and hope.[100]

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[100]Luanna H. Stahlecker and Betty Lee Pavlov, "Akron's Place in the Project," Film News, XXV (No. 4, 1968), 13.

CHAPTER V

BOOKS/JOBS CONTINUATION PROJECT

July 1, 1969 - June 30, 1970

The Continuation Project was not only a continuation, but a considerable expansion of the BOOKS/JOBS Pilot Project. Emphasis on reaching area industries and businesses to interest them in employing the "unemployable" was clearly established in its statement of purpose:

> The major purpose of this project is to offer a program through films and filmstrips which will help the unemployed, both black and white, to be absorbed into the mainstream of employment.

The specific objectives of the project are:

1. To make available to industries and business concerns films and filmstrips to use in informing their staffs of the effects of poverty on the individual and the necessary adjustments in the training procedures, job expectations, and personnel attitudes to make employable those who have lived in poverty.

2. To reach additional industries and business concerns by promoting programs in men's groups (such as Rotarians, Kiwanis, Chamber of Commerce) which emphasize the effects of poverty and the responsibility (and necessity) of adjusting employment procedures to assimilate the formerly unemployable.

3. To inform, through films, the personnel of community agencies of programs being tried in other areas to reach the unemployed and the social, individual and family problems caused by poverty.

4. To assist community agencies, industries, and business concerns in using films and filmstrips with the unemployed and underemployed who, so frequently are poor

on non-readers, but can be reached through films.[101]

Films again were to be the primary medium of communication, and would be selected for preview primarily by Group Services staff, and previewed for purchase by Main Library subject specialists, branch and county library personnel, selected agency, industry and business personnel, and by representatives of poverty groups.[102]

Group Services would again administer the project with staff (a clerk-inspector) added to assist in the project. Funds were included for the purchase of a 16mm sound projector and screen which would be available to an agency or group, accompanied by a member of Group Services staff, when projection equipment was not accessible to them.[103]

The full amount requested--$16,600--was granted for the implementation of the objectives, which included: (1) consultant service in the use of BOOKS/JOBS films in program planning to community, industry, library, church and business representatives; (2) preparation of a guide on the care and use of audiovisual equipment for use by film borrowers; (3) preparation of a guide in the techniques of using films effectively and in leading discussions following film showings; and (4) providing book and film lists for prospective program

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[101] Akron Public Library, Akron, Ohio, BOOKS/JOBS Continuation Project Application, Feb. 7, 1969, p. 1.

[102] Ibid.

[103] Ibid., p. 2.

planners and to accompany films.[104]

An integral part of the project was to follow up the Hard Core Unemployment Conference held at the University of Akron in September, 1968, during which Akron Public Library advertised its film and filmstrip holdings to the 200 industrial leaders attending. Many Pre-Employment Training Programs were initiated as a result of this conference, some utilizing training and sensitivity films from Group Services.[105]

Specific contacts to be further pursued during the second year of the project were:

1. Northeastern Ohio Chapter of American Society for Training and Development (a national professional organization engaged in training and development of business, industrial and governmental personnel) 70 members including:

   Babcock & Wilcox
   General Tire & Rubber Co.
   Goodyear Tire & Rubber Co.
   Goodrich Tire & Rubber Co.
   Roadway Express
   Ohio Bell Telephone
   Goodwill Industries
   Lawson Milk Co.
   Hoover Co.
   Akron City Hospital
   Ohio Bureau of Employment Services
   Y.W.C.A. . . .

2. National Alliance of Businessmen (Summit County Chapter) . . .

3. Akron Community Service Center and Urban League On-the-Job Training Program . . .

4. Ohio Bureau of Employment Services . . .

5. WAKR-TV (Contacted Public Relations concerning

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[104] Ibid.

[105] Ibid., p. 3.

possibility of using films)[106]

Contacts by letter and telephone invited representatives of the above to attend a series of programs at Akron Main Library one afternoon a week (for eight weeks) designed to present films "useful for training present staff and employees to work with the disadvantaged, and others [that] can be used successfully in training the disadvantaged themselves."[107] The films were to be followed by discussion, with the viewers participating, of the usefulness of these films in training and sensitivity programs.[108]

According to the official report,

> Business and industrial concerns [did not respond] in any magnitude. They say, "Yes, we need to do it, but we're a fairly conservative firm"; "Our employees would never stand for working with people who don't pull their weight on the job"; "We've tried, but these guys don't get to work on time, sit around on the job, don't even report when they decide to stay home for the day."[109]

These initial attempts at massive business and industry contacts indicated the continuing need for sensitivity training, but also tended to turn the attention of Group Services to churches as a possible vehicle for effecting change through the use of sensitivity films (the congregations,

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[106]Akron Public Library, Akron, Ohio, Addenda to Continuation Project Application, April 25, 1969, p. 1.

[107]John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Quarterly Report on BOOKS/JOBS Continuation Project, Sept. 30, 1969, p. 2.

[108]Ibid.

[109]Ibid.

crossing broad socio-economic lines, presumed to be made up of many of these same employers and employees.)[110]

Consequently, large mailings promoting films on the urban crisis--"black ghettos, poverty, poor housing, inadequate educational and recreational facilities, . . . unemployment or underemployment" and "white racism"--were sent to area churches, again offering assistance in program planning.[111]

Further evidence of a lack of general interest by business and industry was indicated at a Cleveland Public Library Job Film Fair, held in September, 1969, at which librarians and community organization representatives were the main attendees.[112]

Feeling the lack of variety of socio-economic backgrounds among BOOKS/JOBS film preview committee members, the library invited several "intelligent unemployed library patrons"[113] to attend the previews. Several did, and it was found that there was a "noticeably different reaction toward films by these individuals compared with the comments of agency and library staff members (both black and white) who evaluate films."[114] It was found that the unemployed wanted

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[110] Ibid., p. 3.

[111] Ibid.

[112] Ibid., p. 4.

[113] John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Quarterly Report on BOOKS/JOBS Continuation Project, Dec. 31, 1969, p. 1.

[114] Ibid.

"dramatic, perhaps even over dramatized" films and tended to have a highly subjective and emotional response to the films.[115]

Group Services contacts continued with agencies and businesses, the most successful of which were:

1. Community Action Council. Staff development sessions, held monthly, frequently incorporated BOOKS/JOBS films--for personal development, consumer education, vocational instruction, and sensitivity training.

2. Akron Community Service Center & Urban League. BOOKS/JOBS films were used regularly in its On-the-Job Training Program. The Field Representative supplied Group Services with a list of 37 names, representing 35 local industries, of people who had attended Urban League sensitivity training workshops. These were contacted by Group Services for the possible use of BOOKS/JOBS films in their industry's training programs.

3. The Mayor's Youth Opportunity Coordinator met with Betty Hollingsworth of Group Services to discuss implementing plans with local station WAKR-TV for using BOOKS/JOBS films in a coordinated program of films and people in the community.[116] Only one of these TV film showings eventually materialized, the station, able to sell the time, withdrew from the agreement.[117]

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[115] Ibid., pp. 1-2.

[116] Ibid., p. 2.

[117] John H. Rebenack, Chief Librarian, Akron Public Library, Quarterly Report on BOOKS/JOBS Continuation Project, March 31, 1970, pp. 6-7.

In March, 1970, an addition to the Group Services staff, Mrs. Barbara Koosed, added a spark of activity to the project. Her initial contacts opened up a new area for the use of sensitivity films--the unions.

Three union contacts showed immediate interest--Meat Cutters Union, International Chemical Workers Union, and United Rubber Workers. The latter two requested assistance in program planning (with films) in workshops and training sessions.[118]

The National Alliance of Businessmen Labor Liason Representative requested a list of all films that could be used effectively in working with "hard core" unemployed, the list to be introduced for use in NAB "Buddy Training Programs" in area plants.[119]

A further contact showing interest in BOOKS/JOBS film titles was the Equal Employment Opportunity Officer at Akron University. He discussed with Mrs. Koosed the possibility of using films in conjunction with course work in the Business and Industrial departments of the university and the possibility of offering a non-credit Community College course in "Supervision of the Disadvantaged," making extensive use of BOOKS/JOBS films.[120]

Further contacts and resultant activities of Mrs. Koosed were: (1) the American Society of Training and

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[118] Ibid., p. 2.

[119] Ibid.

[120] Ibid., p. 3.

Development and the National Alliance of Businessmen planned a joint sensitivity workshop and asked to preview possible films; (2) the Akron Chapter of the American Society for Personnel Administration also planned a conference and previewed BOOKS/JOBS films; (3) program planning assistance was given to the IBM local Office Productions Division for a staff training program; (4) Goodyear Tire & Rubber Co. used BOOKS/JOBS films in its Goodyear Squadron Office and Springboard Training Program; (5) the two major department stores in Akron--Polsky's and O'Neil's--were contacted, with the result that the employment director at O'Neil's asked assistance in program planning in his summer training program for the disadvantaged; (6) the National Alliance of Businessmen requested film annotations and appropriate information from Group Services to be printed in its semi-monthly Newsletter.[121]

A new agency contact was the Akron-Summit Tutorial Program (a Community Action Council agency) which discussed the use of BOOKS/JOBS films in its Black History summer program. A continuing contact was the Manpower Development Training Center which used BOOKS/JOBS films in its training programs with regular frequency.[122]

The Film Reporter had become by now a very useful means of disseminating information on new BOOKS/JOBS titles. Its monthly mailing list included local members of the

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[121] Ibid., pp. 3-4.

[122] Ibid., p. 4.

American Society of Training and Development, the National Alliance of Businessmen roster, representatives from business and industry who had participated in sensitivity training workshops conducted by the Akron Community Service and Urban League, and committee members on the Mayor's Youth Opportunity Commission.[123]

Another film program series was planned in the form of a three-day premier featuring films on hiring and training the unemployed and films of particular value in sensitivity training. Two showings were scheduled each day at 12 noon and 7:00 p.m. on February 9, 11, and 12, 1970, with an average attendance of 32 people per showing. Evaluation slips were used, and signers included: Goodyear Training Department, Summit County Health Department, Akron Health Department, Greater Akron Inter-Group Ministry, Akron Board of Education (Hilltop House Project), a Sunday School teacher, Alice's Restaurant (bookstore and social action group), Summit Training and Retraining to Increase Development and Experience, Community Action Council, United Services for All, self-employed plastics-rubber counsellors, and students from a Kent State University sociology class.[124]

A further activity of Group Services was to involve the staff of Akron Public Library in sensitivity training. Films followed by discussion were used to sensitize staff to

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[123] Ibid., p. 5.

[124] Ibid.

the needs of the disadvantaged.[125]

Wooster Branch held another successful series of film programs during the second year of the project. Between 30 and 40 "vocal" viewers attended each showing followed by a discussion session with excellent participation. Again, this film series stimulated other film programs--in this case programs planned with films by three inner-city ministers.[126]

A very innovative BOOKS/JOBS activity during the year was the purchase of a cassette tape recorder to record black music (jazz and rock) for use in programs at inner-city branches. This led to the recording of children's stories for the purpose of changing inner-city speech patterns.[127] Further cassette recordings were folk songs (accompanied by an autoharp) and records accompanying filmstrips.[128] The transfer of filmstrip recordings to audio cassette tape made these filmstrip accompaniments available to patrons in more than one medium.

Three new film lists were produced during the second year of the project: Try a New Approach, for use with businesses and industries who are considering film training and sensitivity programs; Work and Workers, for use in job

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[125] Ibid., p. 6.

[126] Ibid., p. 7. See Appendix X.

[127] Ibid.

[128] John H. Rebenack, Chief Librarian, Akron Public Library, Quarterly Report on BOOKS/JOBS Continuation Project, June 30, 1970, p. 2.

training programs; and Some Families Have Problems, for use by agencies, churches or any group to give insight into the multiple problems of poverty and unemployment.[129]

And, the aforementioned objectives of printing guides on the use of audiovisual equipment and on film use and discussion techniques were accomplished. How to Choose and Use a Film for Discussion, including "Rules for Operating a Film Projector" (an insert in the former), was made available to all film borrowers and was included with each film pick-up.[130]

During the year many film previews were held for agencies, both in the preview room (Group Services) and in Munn Auditorium.[131] Thus a pattern began to be established. (Group Services now holds weekly film previews in the auditorium of new title releases. The weekly programs are announced and films annotated in the Film Reporter.)

Mrs. Koosed's contacts continued throughout the remainder of the year and furnished a number of additional fruitful contacts and activities: (1) the Supervisor of Employee Development & Training at Babcock & Wilcox in Barberton initiated a sensitivity program utilizing library films and conference rooms, and was made a member of the BOOKS/JOBS Film Preview Committee; (2) the Employers Association agreed to send out news releases about Group Services

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[129] Ibid., p. 1. See Appendices XI, XII and XIII.

[130] Ibid. See Appendix XIV.

[131] Continuation Project Quarterly Report, March 31, 1970, p. 7, and Continuation Project Quarterly Report, June 30, 1970, p. 1.

film services and items in its monthly bulletin if supplied with information; (3) the American Society of Training and Development requested Akron Public Library film news items to be included in their local newsletter; and (4) numerous further contacts were initiated by Mrs. Koosed (East Ohio Gas Co., Goodyear Aerospace, Akron General Medical Center, etc.).[132]

The culminating highlights of the year were the television and radio programs involving Akron Public Library and the BOOKS/JOBS Project. In addition to the one televised WAKR-TV Public Service film (already mentioned), Mr. Clarence Radcliffe of the Ohio Bureau of Employment Services was interviewed on May 1, 1970, on the WAKR-TV Ann Thomas-Moore Show, a [then] popular "talk" show. Mr. Radcliffe emphasized the use of BOOKS/JOBS films and their effectiveness at the Ohio Bureau of Employment Services.[133]

The third event was a Civic Forum of the Air (WAKR-FM) panel of experts on unemployment discussing the issue "Who Needs a Job . . . And Who Cares?" Mr. John Rebenack, Chief Librarian, was moderator, with panelists Nelson Ball, National Alliance of Businessmen; William Miller, American Society of Training and Development; and Richard Neal, Equal Employment Opportunity Office, University of Akron.[134]

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[132]Continuation Project Quarterly Report, June 30, 1970, p. 2.

[133]Ibid., p. 1.

[134]Ibid.

The BOOKS/JOBS Continuation Project spanned an active and fruitful year. To quote the March 31st narrative report:

> The activities of this quarter are like bubbles in a pot. After an extremely slow beginning the pot is boiling and, stimulated by Group Services, much is rising to the surface from the multiple activity outside and inside the library.[135]

Again, as expressed in the report, "The most important single accomplishment which can be done in the BOOKS/JOBS area is to raise the socio-economic level of blacks."[136]

This, then, was the ambitious and sanguine hope of the BOOKS/JOBS Project at Akron Public Library, and it was felt, as a result of the second year of the project, that this accomplishment was possible of achievement.[137]

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[135] Continuation Project Quarterly Report, March 31, 1970, p. 7.

[136] Ibid., p. 8.

[137] Ibid.

CHAPTER VI

TRAINING AND SENSITIVITY PROJECT

July 1, 1970 - June 30, 1972

The Training and Sensitivity Project launched a major effort to promote sensitivity training in churches, organizations, businesses, companies and agencies, and under its aegis, a prototype series of sensitivity training sessions was conducted at Akron Public Library during the Spring of 1972. The purpose of the sensitivity sessions was to "get staff training directors to come in for exposures [on how to conduct sensitivity training sessions] and then run their own."[138]

This is an indication of how the third project evolved, but its original statement of purpose implied a more limited approach:

> The Akron Public Library proposes an ongoing program to make available films and filmstrips to companies, businesses, agencies and organizations working with the underemployed and unemployed to help them in planning programs for reaching these people. In addition professional help in planning programs will be given. Books, pamphlets, records and information from the Speaker File will be used in programming, as well as films and filmstrips. The proposal is made so that: programs in process and those already projected into 1970/71 can be

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[138]John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Narrative Report and Project Evaluation, Training and Sensitivity Project, June 30, 1972, p. 3.

accomplished successfully, perhaps extended and enlarged, and further contacts can be made and programs developed for them.[139]

Here are specific references to program planning and professional assistance from Group Services on how to conduct such programs (using films for discussion).

The specific objectives of the Training and Sensitivity Project were stated as follows:

1. To make available to companies, business establishments, agencies, and organizations the films and filmstrips, books and pamphlets, the library already has.

2. To continue acquiring said materials in quantity sufficient to meet the already stimulated and established needs.

3. To extend further the Summit County use of films and filmstrips in the interrelated subject areas mentioned in the aforementioned points.

4. To develop understanding of the effects of unemployment, underemployment, poverty, environmental pollution, and deterioration and prejudice on the individual, the economy and on society in general by promoting programs in men's groups (such as Kiwanis, Rotarians, Chamber of Commerce) public affairs organizations, churches, women's groups (League of Women Voters, College Club) and business, industrial and agency conferences and workshops.

5. To assist community agencies, industries, business concerns, and library agencies in using films and filmstrips with the unemployed and underemployed who so frequently, are poor or non-readers, but can be reached through films and filmstrips, not only for specific training for a job, but in developing attitudes and viewpoints which will enable them to hold a job.

6. To provide films that depict the past and accomplishments of racial and ethnic groups so that they may develop pride in their heritage and thus pride in themselves.[140]

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[139] Akron Public Library, Akron, Ohio, Training and Sensitivity Project Application, April, 1970, p. 1.

[140] Ibid., pp. 1-2.

Specific methods outlined in the proposal included: (1) 16mm sound films and 35mm filmstrips were to be selected by Group Services staff and the chairman of the Summit County BOOKS/JOBS Committee, and previewed by Main Library subject specialists, branch and county library personnel, Ohio Bureau of Employment Services, industry, and business personnel and representatives of poverty groups, before purchase; (2) circulation and promotion of films and filmstrips were to be administered through Group Services; (3) if an agency or group was unable to arrange for projection equipment, such audio-visual equipment would be supplied by Group Services (when feasible), accompanied by a staff projectionist; and (4) if no discussion leader was available, Group Services would provide one when possible.[141]

Salaries for personnel were to be on a matching basis --$16,500 supplied through Library Services and Construction Act funds and $16,500 in library funds. The $16,500 "in kind" funds were to include a percentage of Group Service Staff salaries, including the new Coordinator of Group Services, Mrs. Laurel Fischer, former Wooster Branch librarian, who had conducted very successful neighborhood discussion programs using BOOKS/JOBS films.[142] Prior to this time Group Services had been operating during the entire period of the BOOKS/JOBS project with a reduced staff, Mrs. Betty

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[141] Ibid., pp. 2-3.

[142] Ibid., pp. 3-7.

Hollingsworth working on a half-time basis as Adult Education Librarian until a full-time coordinator could be appointed. Federal funds were in addition to provide salaries for a part-time public relations staff member to work with business and industry representatives and a part-time clerk-inspector.[143]

Total federal funds committed to the project were $29,621, with matching library funds of $30,000.[144] A provision was included for the purchase (with federal funds) of a number of pieces of audiovisual equipment--a 16mm sound projector, two filmstrip projectors, four audio cassette players, a Kodak copy stand, and a Kodak ectagraphic Carousel slide projector.[145]

The Training and Sensitivity Proposal, accepted in its entirety by the State Library, incorporated a number of specific ideas for implementation as follows: (1) a continued close working relationship with the National Alliance of Businessmen, with its membership roster accessible to Group Services for contacts and mailings (NAB's goals for the year included developing "procedures for sensitivity training, recruiting, indoctrination and various follow-up and support services related to placing the unemployed into the area's work force."[146]); (2) a continued awareness, with the object

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[143] Ibid., p. 3.

[144] Akron Public Library, Akron, Ohio, Training and Sensitivity Project Contract, May 12, 1970, p. 1.

[145] Training and Sensitivity Project Application, April, 1970, p. 8.

[146] Ibid., pp. 3-4.

of film preview and purchase, in the area of the environment --"the general and extreme deterioration of the total environment, particularly of the inner city and . . . neighborhoods adjacent to the inner city"[147]--together with a recognition of "increased interest and optimism in the community, [and] a desire for action"[148] in this area; and (3) innovative branch and bookmobile film programs to enhance the library's position as an effective institution in depressed areas with changing populations.[149]

These goals and objectives do hint at the possibility of the library's involvement in training staff trainers to conduct sensitivity group sessions in their own agency, business, etc. A further excerpt from the project proposal helps to explain the library's position and inclination to expanded involvement in its role as facilitator in the use of sensitivity training and techniques:

> Business and industrial concerns are ripe for involvement. Workers in most cases are not, however. The disadvantaged person will have opportunity if the concern hires. Films will prepare personnel to accept the disadvantaged and will influence attitudes.
>
> Pre-employment training, stimulated and augmented through films, will prepare the disadvantaged for satisfactory production on a job.
>
> Improved environment and living conditions will influence the disadvantaged's physical and mental health. . . .

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[147] Ibid., p. 4.

[148] Ibid.

[149] Ibid., p. 5.

> An active program is in progress, one which must be extensively augmented to execute the demand promoted by previous projects. The demand has achieved an extent beyond expectation.
>
> The library, through its films, filmstrips, and help with programming can influence the direction taken by the city through its business and industrial concerns and implement a change in attitudes toward the disadvantaged toward their welfare and their acceptance into a satisfactory socio-economic level of living.[150]

After a slow beginning, the Training and Sensitivity Project began gathering momentum. (In its inception, the project was hindered by personnel problems--resignations, replacements, illness, etc.)[151]

In the Fall of 1970, Mrs. Marge Borgerding was hired to fill the part-time BOOKS/JOBS public relations position vacated by Mrs. Barbara Koosed, who resigned because of family considerations. Her main contact was to be with business and industry.[152]

The work of the project was affected, almost immediately, by the business recession currently depressing the economy. Unemployment was at its highest level in six years, with 12,000 unemployed in the Akron area because of lay-offs, or job-seeking.[153]

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[150] Ibid., pp. 5-6.

[151] John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Narrative Report, Training and Sensitivity Project, Aug. 31, 1970, p. 1.

[152] Ibid.

[153] John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Narrative Report, Training and Sensitivity Project, Feb. 28, 1971, p. 1.

This depressed economic condition had an immediate effect on business and industry contacts, and film usage. Efforts to promote films directly related to hiring the disadvantaged were frequently met with the remark, "We are laying-off, not hiring."[154]

Group Services staff adjusted their approach by appealing to the need for films dealing with interpersonal relations, and then gradually relating this to minority group problems. The sluggishness of the labor market and the depressed business condition, however, caused many personnel directors to feel and express their employer's indifference to minority hiring problems in the face of larger economic pressures.[155]

This response, in turn, caused Group Services to turn to clubs, of which business, industrial and professional people were members. In contacting professional and business clubs, the following points were emphasized:

> (1) their responsibility for the welfare of the city, (2) their stake in a city that has the potential for attracting high level employees, (3) the effects of the environmental milieu on the worker, and (4) the recognition that employees with enlarged social experiences and fewer prejudices against specific groups of people will lessen tension among workers.[156]

A current subject of interest that began to emerge as an "in" topic was the state of our environment. Schools,

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[154] Ibid.

[155] Ibid., p. 2.

[156] Ibid.

churches, and clubs began requesting films in the area, and the BOOKS/JOBS Preview Committee turned its attention in this direction. Currently serving on the committee in an advisory capacity were a Sister from Trinity Lutheran Inner City Church, two staff members of the Juvenile Court Center, the Mayor's Youth Coordinator, and the Director of the Poor People's Headquarters.[157]

As Mrs. Borgerding became gradually acclimated to her new duties (her first order of business having been to view many of the BOOKS/JOBS film holdings before attempting to promote them with industry personnel contacts) the first of her many business, industry and agency contacts over the two-year period of the project began to take place. Mrs. Borgerding's comment after viewing 35 BOOKS/JOBS films was an augury of her future industry, enthusiasm and success:

> I thought I was fairly knowledgeable in these areas. If seeing these films will have the impact and mind-expansion on others that it has had on me, I am truly dedicated to having all people see them.[158]

Mrs. Borderging's first contacts, in person or by phone, were with representatives of a variety of institutions, industries and agencies such as:

United Rubber Workers
Akron Board of Education
Babcock & Wilcox Co.
B.F. Goodrich
Senior Citizens Center
Goodyear Tire & Rubber

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[157] Ibid.

[158] Ibid.

Fire Fighters Assoc.
Fraternal Order of Police
Tri-County Building Trades Council
Children's Home
IBM
Personnel Director - City of Akron
International Chemical Workers Union
Model Cities Training Institute
Greater Akron Inter-Group Ministry
Akron Community Service Center & Urban League
Wilmoth Co.
Akron Savings & Loan
Timkin Roller Bearing Co.
Kent State University
Bureau of Management and Development
Employers Association
Patch Rubber Co.[159]

In addition, many of the business and agency representatives were encouraged to come to Group Services to preview films for possible program use. In the first few months of the project forty films received preview exposure by the following representatives:

Board of Education Psychologist
Equal Opportunity Employment Officer from Akron U.
President of McKesson & Robbins Drug Co.
Store Manager of Goodwill Industries
Director of Human Relations Commission
Sales Manager of Wilmoth Co. (Real Estate)
Director of Manpower at M. O'Neil Co. (Dept. Store)
Training Director, M. O'Neil Co.
Summit County Children's Services
Job Program Analyst, OBES
Summit County Welfare Homemakers Service
Mayor's Youth Coordinator[160]

Mrs. Borgerding's contacts expanded into three files for contacts and mailings: Community Organizations and Leaders; Labor Organizations and Locals; and Business and Professional Organizations. She and Mrs. Fischer often

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[159] Ibid., p. 3.

[160] Ibid.

included library tours when there was a personal contact. One very gratifying tour was for the education director of the United Rubber Workers.[161]

News on film programs and new releases continued to be sent during this project to the National Alliance of Businessmen (400 employers), the American Society for Training and Development (85 members), the American Society for Personnel Administrators (75 - 100 personnel administrators), the Mayor's Council on Youth Opportunity (80 - 100 members), to the Employers Association, and to the Builders Exchange for their newsletters. The persons on these lists, as well as many new film borrowers, continued to receive the Film Reporter with its news of programs and new releases.[162]

During the Fall of 1970, the WAKR-TV Ann Thomas-Moore show was discontinued, and, although this source of exposure was lost, Mrs. Fischer and Mrs. Borgerding were able to appear on one of the last programs to discuss the BOOKS/JOBS Training and Sensitivity Project.[163]

At this time three new items were prepared for distribution: (1) a BOOKS/JOBS booklist, New Directions: The Challenge to Business and Industry; (2) Tips for Discussion Leaders, also emanating from Group Services; and (3) a book-record-film list, Black, prepared initially by Philosophy,

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[161] Ibid., p. 4.

[162] Ibid.

[163] Ibid.

Religion and Education Division, but used for distribution to BOOKS/JOBS contacts.[164]

During the first phases of the project several programs were planned by Akron Public Library staff and held at the library. The first was a program, involving a series of film showings, planned by Group Services staff for Mrs. Janis May of the Summit County Welfare Homemakers Department. The purpose of this film series was to help train welfare mothers for homemaker jobs where mothers are absent from home due to hospitalization or other circumstances. Films shown over three training sessions were:

1. Age of Turmoil
2. More than Words
3. Walk with Me
4. Your Job: Good Work Habits
5. First Aid Now
6. Buying Food
7. Until the Fire Department Arrives
8. Food that Builds Good Health
9. Personal Financial Planning[165]

A second program for which Group Services did the film selection was a sensitivity training session of white Jaycees who were being prepared to give technical advice to black business men under the Jaycee Minority Business Assistance Program. Films used were: Where is Prejudice and In the Company of Men.[166]

The black chairman of the program, Mr. Melvin Brown,

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[164] Ibid., p. 4. See Appendices XV, XVI and XVII.

[165] Ibid., p. 5.

[166] Ibid.

was very pleased with library services and facilities. He was also supplied with a display of sensitivity materials selected by Wooster Branch staff, and a bibliography and list of consultant firms and organizations in the Akron-Cleveland area supplied by Group Services.[167]

An extremely successful program which had continued for several years [and still continues] is the Drug Abuse series, meeting [at that time] weekly with 50 to 60 in attendance. Mrs. Curtice Myers, Head, and the staff of Science and Technology Division have worked closely with the Summit County Council on Drug Crisis and Abuse in program planning, and the library has served as a county resource center for materials on drugs and drug abuse. In January, 1971, the program was changed to Drug Crisis and Drug Abuse, meeting twice weekly, with 75 to 100 in attendance at each meeting.[168]

In February, 1971, Mrs. Fischer, Mrs. Borgerding, and Mrs. Ethel Gaines (Business, Labor and Government Division) were asked to develop and present a program for the American Society for Training and Development: Northeast Ohio Chapter. The film, The Hottest Spot in Town (about libraries), was shown, followed by three talks--Mrs. Fischer on Community Involvement; Mrs. Borgerding on the BOOKS/JOBS Project; and Mrs. Gaines on services of interest to the group provided by Business, Labor and Government.[169]

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[167] Ibid.

[168] Ibid.

[169] Ibid., pp. 5-6.

Mrs. Fischer was also invited to show discussion films (she chose Where Is Prejudice? and Night Fog) at the Jewish Youth Teen-Age (all-night) Live-In. Both films were followed by "intense discussion."[170]

In accord with former project plans, twenty children's stories from filmstrip records had been recorded up to this time for use at inner-city branches. This enabled inner-city children to hear Standard English while reading a story, or just to look at pictures while listening to Standard English tapes.[171]

Also for the benefit of children, several inner-city branches planned film programs utilizing BOOKS/JOBS related films. Wooster Branch planned another young adult and adult film and discussion series.[172]

Main Library's Children's Room also conducted several-times-a-week story and film hours for inner-city children and Head Start groups.[173]

The second year of the project felt the impact of changing fads in "in" topics. Group Services staff had found that one year, possibly two, is the maximum that a topic can be "pushed" on program planners. To quote from the Narrative Report of September 30, 1971,

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[170] Ibid., p. 6.

[171] Ibid.

[172] Ibid. See Appendices XVIII, XIX and XX.

[173] Ibid.

> Always there must be a new strategem, a fresh approach, if you are to please the club program committee, to galvanize the industrialist and businessman, and to reassure the agency.[174]

Films on job training were no longer circulating widely, but were replaced in demand by films on cultural gap. Films on drugs peaked and then waned; and films on the environment which focused on safety in food, drugs and highways were in demand. (Drug abuse films lost some favor with general-audience groups, but demand remained high, and was increasing, with groups making a special study of drugs and drug abuse.)[175]

Keeping abreast of current interests and social issues, and their special vocabularies, was a continuing demand of Group Services staff. Translating new terms into subject headings currently used in the film catalog required keen alertness on the part of staff.[176]

The recession continued, but there was also a continuing interest in sensitivity training and attitude change on the part of business and industry, as well as in agencies, churches and other organizations.[177] A Fall, 1971, A.A.B. Newsletter: JOBS, which discussed the "Jobs Pledge Campaign,"

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[174] John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Narrative Report, Training and Sensitivity Project, Sept. 30, 1971, p. 1.

[175] Ibid.

[176] Ibid., p. 2.

[177] Ibid.

listed the most frequently stated reasons for not hiring those without work experience:

1. "We have people on lay-off."
2. "Requested personnel last year and we were not sent any."
3. "Our equipment is too costly to take a chance with an uneducated, inexperienced person."
4. "The union would probably complain if we brought in these people."
5. "We can't stand the constant turnover. We would no sooner get them trained than they would leave . . . etc."
6. "We're too small. Why not concentrate on the big companies."
7. "Take it from me, these people don't want to work!"[178]

A special activity of Fall, 1971, was the mailing of individually selected packets of film lists, booklists, and programming aids to the following organizations (with number of packets mailed to each):[179]

		Number of Packets
1.	Institute for Civic Education	70
2.	World Affairs Committee	27
3.	Community and National Issues Co.	19
4.	U.C.C. Governmental and Voluntary Agencies of Summit County	186
5.	Akron and Summit Co. Federation of Women's Clubs	122
6.	Poor Peoples Headquarters and Human Relations Committee	35
7.	City of Akron: Councilmen	13
8.	Trade and Professional Assoc.	33
9.	Service Clubs	50
10.	Women's Clubs (non-federated)	17
11.	Drug Abuse Workshop	100
12.	Summit Co. School Administrators and Supt. of Summit Co. Schools	68
13.	Unions	58
14.	Churches of Summit Co.	517
15.	Jewish Organizations and Clubs	52
16.	Akron Public Schools	52

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[178] Ibid.

[179] Ibid., pp. 3-4.

		Number of Packets
17.	Univ. of Akron Trustees and Dept. Heads	101
18.	Ethnic Groups and Clubs	33
19.	Training and Sensitivity File	55
20.	PTA Council Presidents	69

This mailing yielded a most gratifying response resulting in 47 new speakers being added to the Speaker's File; information being acquired about 23 additional meeting rooms available in the county; and in many requests for booklists, film lists, and for film bookings. During this period the regular Tuesday evening Film Preview in Munn Auditorium tripled in attendance.[180]

A second major activity undertaken during the project was an Akron Public Library slide-tape program, Action at the Summit.[181] A senior journalism student at Kent State University, Bob Hall, was recommended and hired

> . . . to take slides of community and library activities; cultural activities that involved inner-city staff; situations or areas in the city which show deterioration or program needs; and various agency programs existing in the city.[182]

Accompanied by Mrs. Fischer or Mrs. Borgerding to make contacts and tape interviews, Mr. Hall "explored the city taking location shots and identifying environmental conditions."[183]

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[180] Ibid., p. 3.

[181] Ibid., p. 4. The original title was Akron as It Is.

[182] Ibid.

[183] Ibid.

Mrs. Borgerding contacted urban agencies to request permission for photographer and interviewer to visit their agency to learn:

1. what is being done for citizens
2. what problems, successes and failures, exist in the programs
3. what recommendations can be made for improvement of functions or targets.[184]

At each agency an attempt was made, by photograph and interview, to:

1. identify the operation
2. illuminate the program, and hopefully,
3. to show its validity or non-validity.[185]

Group Services staff were impressed with these agency contacts--with the

> . . . caliber of program directors, all but one of whom was black. All appeared dedicated, sincere, articulate, and to possess leadership qualities, although some seemed to lack an imaginative approach.[186]

Group Services staff summarized their impressions made from these brief interviews as follows:

1. Agencies over-lap or duplicate services. This may be fortunate as different people are reached.
2. Statements of purpose and services seemed greater than what was really happening for the people and areas served. This is to be expected as goals are necessarily higher than achievements.[187]

Branch and bookmobile activities with inner-city residents continued, but most BOOKS/JOBS activities were centered in Group Services. Important findings of the 1971 period of the BOOKS/JOBS activities included:

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[184] Ibid.

[185] Ibid.

[186] Ibid., p. 6.

[187] Ibid.

1. The real impact of direct contact with agency activities and urban problems.

2. That direct appeal is necessary rather than the usual printed-word type of advertising if you are to reach non-readers. Cartoon advertising does attract many, however.

3. To those who have so little, comprehending that libraries and agencies are "free" for their use is extremely difficult. Furnishing them with more simple, descriptive vocational reading is necessary.

4. Tapes made for the [Action at the Summit] slides reveal areas in which Group Services can offer services. These interviews, in addition, were meaningful to those interviewed or pictured. People were impressed, almost unbelieving, that the library was so personally involved and concerned.

5. Most branch staffs continue to be apart from any real engagement with B/J objectives and programming.

6. Group Services could expand the work of the Minority Business Assistance Program, which offers small businessmen help by large businesses. As counsellor services and films are available, Group Services might be able to serve as a clearing house, making available these services to agencies and other business groups.[188]

A natural result of the many inner-city agency contacts made during the production of the slide-tape sync, Action at the Summit, was to bring about an interchange between libraries and agencies--to make them more aware of each other, their services and needs. Group Services staff became vitally aware of the weaknesses in agency staff training programs, and, indeed, often of the lack of training of the director himself.[189]

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[188] Ibid., p. 7.

[189] John H. Rebenack, Chief Librarian, and Luanna H. Stahlecker, Assistant Librarian, Akron Public Library, Narrative Report, Training and Sensitivity Project, Feb. 28, 1972, p. 2.

As a direct result of these many agency contacts, Group Services staff decided to survey a great variety of agencies and organizations "to introduce further the resources of Akron Public Library and Group Services, and to give Group Services staff direction in their work with these agencies."[190]

This survey became a third major undertaking of the project, and during its continuance as many as eighty-six organizational representatives were interviewed. Mrs. Marge Borgerding, who conducted the telephone interviews with representatives responsible for staff training in their organizations, made an effort to determine the following:

1. Is there a formal training program or any kind of informal training available to the employee of the organization?
2. What materials are being used for training and education?
3. Which areas of training and education is management seeking to develop?
4. Which are being satisfactorily developed by the materials currently in use?
5. Which materials have potential for wider application?
6. Which are available for use by other community organizations?[191]

She also asked questions to elicit candid reactions in the following staff training areas:

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[190] Ibid.

[191] Ibid.

1. Planning, organization and evaluation.
2. Development of decision making capabilities at all levels.
3. Development of leadership through responsibility seeking and delegation of duties.
4. Provisions for motivation, satisfaction, morale of employees.
5. Employee relations (human, personnel, labor).
6. Improved communications and management.[192]

The following is a breakdown of the different categories of organizations whose staff trainers were interviewed:[193]

Retail Merchandising (6 contacts)

> Summary: Retail businesses train employees for specific jobs. No stores contacted have human relations training. Some receive training materials from corporate headquarters. All have budgets for on-the-job training. Video-tape, slides and lectures are widely used. Media are produced by corporate training departments. No materials are available for loan to the community. Generally, none of the contacts seem to feel a great need for innovative training. . . .

Hospitals, Nursing Schools and Nursing Homes (16 contacts)

> Summary: Hospitals feel a need for more training. They now train primarily in job skills. Little management training is done but materials used are primarily tapes and records produced by Earl Nightingale. A few films are rented or borrowed from other hospitals. Since there is little coordination they seldom know what the other hospitals have or are using.
>
> . . . . . .
>
> Hospital trainers feel a need to develop films on management and basic supervisory techniques.

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[192] Ibid.

[193] Ibid., pp. 3-7.

Training directors would like more materials dealing with the behavioral sciences. They expressed the desire for a clearinghouse operation such as the Akron Public Library, for instance, keeping a file of materials relating to films, books, and slides which could be borrowed by hospitals, nursing homes and schools for training sessions.

Nursing Schools train in human relations only as it occurs within the established curriculum. Some nursing fields have begun human relations training.

. . . . . .

Nursing Homes give employees job skill training only. Smaller homes believe training to be a waste of time because of rapid employee turnover. Few understand the significance of human relations training. . . .

Health and Welfare Organizations (11 contacts)

Summary: Health and Welfare organizations do little human relations training. In-service training relates entirely to health problems and treatment. Many use films, brochures, tapes and slides dealing with health care and prevention of disease.

. . . . . .

Fallsview Mental Health Center has used both role-playing and sensitivity training with patients and counselors.

Mr. James Weigand of the Summit County Welfare Dept. is the lone individual with a bi-weekly training program for 385 employees including caseworkers, supervisors, and investigators. Mr. Weigand is in charge of staff development and training for Summit County Welfare Dept. He used Akron Public Library films for discussion on communication, attitude-changing, motivation and awareness. He is initiating a policy training manual for employees. Mr. Weigand is a former teacher with an advanced degree in Theory and Application of Staff Development and Training. He said he was "pleased to discover all the films used in graduate school available at Akron Public Library." . . .

Business (12 contacts)

Summary: Most of the smaller businesses have training directed by and borrowed from corporate offices. Sometimes each department of the company does its own specific training for a specific job. Some companies borrow materials from each other.

. . . . . .

Employers Associates offers training programs

to its members. International Correspondence Schools "Intext," prefabricated seminars in Management and Supervisory Training, and Dale Carnegie Courses are used by small businesses.

. . . . . .

Industry (13 contacts)

Summary: Large industries have the best programs of the groups contacted in this survey. All have special departments with highly trained, highly skilled, and highly paid directors very aware of the needs of labor and management. These are profit and product oriented relating job skill training to products manufactured by the industry, and human relations training to establish rapport with the customer or consumer.

All available resources are used by the company training department. The budget to purchase materials is ample, so they generally have everything they need. Program researchers are searching for and planning new techniques. Films, slides and sensitivity sessions are used. Promising employees are sent to outside management schools. Harvard Business School, Management Training Seminars, M.I.T., Sloan Fellowships in executive training are used by large corporations to train upper level employees. Dale Carnegie self-improvement courses are made available as are Earl Nightingale tapes in management, sales and personnel improvement. Whenever a specific film is unavailable, one is easily made to order.

Governmental Units and Service Organizations (5 contacts)

Summary: Most disturbing is the lack of communication between agencies, city and governmental services. Everyone is doing something but often no one seems to be familiar with or have access to training materials that have proved successful in other departments or agencies. Center for Urban Studies has the capacity to organize some kinds of training programs if contracted to do so. The community seems to be awakening to the potential of these organizations and seems to be using them more extensively.

Unions (6 contacts)

Summary: Unions train their members in interpretation of union contracts, handling of grievances, stewardship, parliamentary procedure, arbitration, contract negotiation and health and safety legislation. Further training is limited to labor history.

> Nothing is being done in the area of human relations, attitude changing and self-awareness. Police and Fire Fighters Unions have been contacted, sent materials and called several times. Nothing happens. Mr. Strauber, United Rubber Workers education director, has been contacted repeatedly. Mrs. Borgerding took him on a tour of the library and spent over an hour in conference with him. Continued effort should be applied in the area of union training.

This extensive interviewing process had as its chief benefit the supplying of additional knowledge to Group Services staff regarding what types of organizations were interested in staff development materials, and what types of materials to purchase. This survey and its inferences played a major role in the formation and proposal of the succeeding BOOKS/JOBS Project--the Community Services Staff Development Project. (The development of this theme will be further explored in the final portions of this chapter.)

A fourth significant activity of the Training and Sensitivity Project was the series of sensitivity training sessions conducted at Akron Public Library by Group Services staff mentioned at the beginning of this chapter.

The idea of conducting sensitivity training at Akron Public Library evolved from the preview of the library's collection of films on birth control and sex education by the Planned Parenthood Association's Education and Training Director and other staff members.[194]

A proposal for a "Training and Sensitivity Workshop" was drawn up by Group Services staff, including film and

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[194] Ibid., p. 7.

discussion schedules for the eight proposed meetings and was accepted by the Planned Parenthood Association. The eight meetings ran from March 6, 1972, and weekly thereafter, to April 24. Each weekly session lasted approximately one and a half hours.[195]

Films were selected by Group Services staff in accord with the goals of Planned Parenthood Association, and were

> . . . aimed toward personal growth and attitudinal changes in human and group relations. . . . Areas to be considered include[d] responsibility, leadership, flexibility, interpersonal communication and discussion handling.[196]

The Education and Training Director was to submit a written evaluation at the conclusion of the eight sessions, which was to be based on two evaluation sessions she would conduct (and tape) at the end of each four-week period. Points to be considered for this evaluation were as follows:

1. How have individual attitudes changed:
   a. toward self
   b. toward each other
   c. toward group leader
   d. toward clients
   e. toward the public library
2. What factors contributed to these changes?
3. How do members feel about their training experience?
   a. value as related to their work
   b. value in relation to their personal growth
4. Does the leader feel the effort has been worthwhile? Elaborate.
5. What changes would the leader seek to build into a

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[195] Ibid., p. 7. See Appendix XXVIII.

[196] Ibid.

redesigned program for growth of a future group?

6. How does leader feel that the public library might be of additional service to groups with similar goals?[197]

The series of training and sensitivity programs was elaborately (and subjectively) evaluated by the Training Director, Mrs. Jan LaBrie. This is a 16-page report including such parts as: "What I Gained From the Training Sessions," "What I Saw as My Role," "What I Gained from Other Participants," "Problems," "Observations," "Compliments," and "Profiles of Participants."[198] The major part of the report is a series of profiles of the participants--what changes, if any, became apparent during the training sessions. The remainder of the report is a self-appraisal of Mrs. LaBrie's reactions and new insights as a result of the sessions--on both personal and professional levels.

Seemingly innumerable contacts, conferences, previews and interviews conducted by Group Services staff followed during the coming months, along with new mailings of existing book and film lists and Film Reporters. Agencies and other organizations contacted are listed as follows:

Minority Business Consultants
Center for Urban Studies, University of Akron
Home Economics Department, University of Akron
International Correspondence School, "Intext" Division (Regional Manager)

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[197] Ibid., p. 8.

[198] Jan LaBrie, Information and Education Coordinator for Planned Parenthood Association of Summit County, "Observations and Analysis of Eight Training Sessions," Akron, 1972.

Clarke-Mayn Motors, Cuyahoga Falls (Sales Manager)
Model Cities Day Care Center
Summit County Welfare Department
Catholic Social Mission Office for Summit County
Neighborhood Arts Center
West Akron YMCA
Corporate Advertising, Goodrich Tire and Rubber Co.
Akron Public Health Department
Center for Human Understanding, Kent State University
East Ohio Gas Co.
Ohio Youth Commission
Akron City Hospital
Children's Hospital
Human Development Institute
Child Guidance Center
Pitney Bowes, Inc.
Akron Police Department
Akron Fire Department[199]

On January 26, 1972, Group Services and Science and Technology Division cooperated with the Summit County Unity of Action Council on Drug Crisis and Drug Abuse in sponsoring a day-long preview of films on drugs and drug abuse. Approximately 185 attended, among whom were students, teachers, lawyers, nurses and housewives. Eight agencies sent representatives to the preview: Youth Services Bureau, Souls Reoriented, United Rubber Workers, West Akron YMCA, Youth Development Corporation, Akron Police Community Relations Department, Akron Human Relations Commission, and the Social Mission Office.[200]

This was a very successful program on a subject of vital interest to concerned citizens and organizations.

During the 1971 Christmas season, BOOKS/JOBS films

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[199]Narrative Report, Training and Sensitivity Project, Feb. 28, 1972, pp. 10-12.

[200]Ibid., p. 12. See Appendices XXIX and XXX.

(and others) were projected on the rear view screen (purchased with BOOKS/JOBS funds) in several locations of Main Library. These were well received by viewers and introduced many to the Film Bureau and its services.[201]

During late 1971 Wooster Branch co-sponsored with Alpha Phi Alpha (a fraternity of public-spirited men) a series of panels on the general theme of Black Identity. All inner-city branches offered regular and varied programs to children and adults.[202]

The weekly Tuesday evening preview of new film releases received a new title, Exposure, and continued to be announced (programs and annotations) in the monthly Film Reporter. Friday Films for Downtowners was a second weekly film program which also included some BOOKS/JOBS films.[203]

The final narrative report of the Training and Sensitivity Project relates the evolution of the BOOKS/JOBS Project up to that point, and explains why the emphasis shifted in the final project from business and industry (who hire the disadvantaged) to agencies, who help the disadvantaged.

> Akron Public Library's BOOKS/JOBS Projects originally started as a direct outreach to the unemployed. The staff found it was extremely difficult to reach the unemployed themselves and as a group of people. Individually they didn't have the equipment to show films in their homes; they didn't meet as groups except in agency programs--usually not well attended. There was practically no real way that you could reach them except through

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[201] Ibid.

[202] Ibid., p. 13. See Appendix XXXI.

[203] Ibid.

> training programs which businesses were emphasizing greatly. By the third APL B/J project, the recession had started, businesses were laying off. Once this program got started, before we were in it deeply, we were getting the reaction "we're laying off, we're having to give up our re-employment training programs" and so the working with the businesses did not seem fully effective, because they weren't doing anything. APL staff emphasized then, the use of preparing their people to accept the disadvantaged when it was possible. But the employed were all interested in what was happening, or might happen, to them. They themselves were becoming among the disadvantaged. People who had been perfectly assured of their jobs for a long time, good jobs, were losing them and their interests turned inward.
>
> For these reasons B/J Project #15-F-70 [Training and Sensitivity Project] has emphasized agencies and their contacts with the disadvantaged, more than was originally intended.
>
> In every B/J project, the direction planned or developed has been an outgrowth of what has been done and what the current situation dictates as the most possible of success.[204]

The final report is largely in the form of a taped interview, or conversation, between Luanna Stahlecker, Assistant Librarian and Federal Projects Coordinator, and Marge Borgerding, BOOKS/JOBS Project Assistant. Highlights of the interview are recorded in the report.

In this conversation Mrs. Borgerding discussed the accomplishments of the final months of the project:

First, an Open House featuring the slide-tape sync, Action at the Summit, and an exhibit of slide blow-ups, was held in the Spring of 1972. Agency representatives, service clubs, and all others interested in social service agencies in the Akron area were invited to attend. Mrs. Borgerding

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[204] Narrative Report and Project Evaluation, Training and Sensitivity Project, June 30, 1972, p. 1.

said that this resulted in many bookings, into the Fall, of the slide-tape program, and in many requests for copies of the blow-ups as well.[205]

When asked what she felt was the most significant activity of the final period of the project, Mrs. Borgerding said that she felt that the most significant activity of the entire two-year period was the training and sensitivity programs conducted for the Planned Parenthood Association. [The experience gained from these sensitivity training sessions led directly to recommendations and proposal for the fourth BOOKS/JOBS project administered by Akron Public Library--Community Services Staff Development Project, July 1, 1972 - June 30, 1974.[206]]

The following is a transcription of the taped conversation regarding the Planned Parenthood Training and Sensitivity Workshop:

> M.B. - I thought that [the exposure sessions we had with the Planned Parenthood staff] was the most helpful, most productive thing that happened in the two years, but we certainly need more time and staff if we do many. The only way any of these things could be accomplished would be if we did take this kind of initiative with every group. We should have been making arrangements to have their program people come in for exposure to our materials, and we should have been, I feel now, looking back, more active as a catalyst to cause people to do it. They are not going to, unless it is all set up for them and they come in and participate. They don't want to get it up themselves. They don't know how to use our materials.

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[205] Ibid., pp. 1-2.

[206] Marge Borgerding, BOOKS/JOBS Project Assistant, Akron Public Library, "Suggestions and Thoughts for New BOOKS/JOBS Project Proposal," Akron, 1972.

L.S. - Do you think it will work in our proposed program?

M.B. - Yes, because it's written that way--it will show them what to do and practically write the procedure for them. Well, Group Services will probably not run the sessions, but will get those people to the point where they have the knowledge, ability and desire to run sessions themselves, by showing them, as we did with the Planned Parenthood group. We made arrangements with the Program Director to come in on a regular basis; we laid out objectives; they agreed to the objectives; and then we pursued this pattern. Mrs. Fischer ran the exposure sessions, but what we hope to do with the new project is to get staff training directors to come in for exposures and then run their own. We would still have to be pushing and setting up the time, the place, and the films and going over the objectives.

L.S. - This is what I thought the seminars and conferences would really be about. That you would be working individually with someone who was ready to do a program--somewhat similar to what was done for Planned Parenthood.

M.B. - Yes, this is what we should be doing with these groups that use our films when there is someone in the job who has the ability or the know-how to really plan these exposures. She must know the films to use on a certain length program, to be planned with such and such to be done on such and such a day. It must vary with the staffs, but very meaningful results are possible. Just suggesting films to use doesn't work, they may or may not use them and we have no way of having any feedback unless a training program is planned.

L.S. - What we have wanted to do for a long time is training sessions, well really they aren't training sessions, they are exposure sessions. And its training in our sense in that we are showing them how a film can be used for a discussion, how a film can develop a theme, can have ramifications in daily association with your co-workers, with the job, how you confront people in your job and so forth.

M.B. - These Planned Parenthood sessions demonstrated completely in my mind how much and how important a film can be because these people were taken out of their situations and yet by looking at a film they were transposing themselves into the people in the film. As they talked about them, they

were always bringing themselves to this situation, they were always speaking about themselves. In this self awareness exercise using an orange that Mrs. Fischer did, where she had them, each one, bring an orange in and then describe the orange and give the personality of the orange, they had an object to talk about but every single one of these people was talking about herself and how she felt about life. Some were optimistic, some were pessimistic, some were aggressive . . .

L.S. - Tell me more about this tactile session. Just how did it work?

M.B. - The day they brought their orange in everyone of them described herself or her attitude, or her approach to life when she held that orange and talked about it. One had a very protective, very positive attitude. She was black, a mother with 7 children who is working in the Outreach Program. She was not an educated person, she just had the most beautiful approach to that orange. You could just tell this is the way that she treats her children, this is the way she approaches life, with a positive attitude and she says, "you can do this sort of thing. It isn't that society has made life difficult."

L.S. - How do you relate using films to what happened in the orange demonstration?

M.B. - What it does and what the films do is the same thing. They bring people out and even if they don't change their attitudes they do make them more aware of what they are, or some of the areas where they may have been hostile to others in the office, and the working days became difficult because of their attitudes. They don't change, maybe, but at least they are made aware of what they are doing, and how they are affecting other people. . . .

This is what I have felt with all these groups. Now you couldn't do this same thing with a large men's group, a Kiwanis luncheon group, but you could probably use one film and get them interested in coming back for more or there might be two men out of a crowd of 100 who could see the value or a way to use the film and would pursue it. Just telling them about films is never going to do it.

Mrs. Fischer's biggest obstacle with the Planned Parenthood sessions was not enough time and Mrs. LaBrie was fighting for more time with her boss who didn't quite see the need, but he went along.

> All down the line you are breaking down barriers and struggling to be heard.[207]

This excerpt from the taped conversation indicates how strongly Akron Public Library staff felt about sensitivity training as a by-product of film usage and discussion.

Regarding business and industry contacts, Mrs. Borgerding said in part:

> What seem to have happened as much as I can determine is, that although a business or industry is still using and developing programs, they often are buying their own films and using their own films and they are not using ours primarily. I gathered this from the survey I did. Larger companies have departments devoted to organizing training seminars and they have their own suppliers . . . that come. The companies purchase these films and they use them. These film companies do not sell to libraries --we cannot buy these films. They are mostly sales promotion and sales leadership types. As far as the strictly sensitivity type of films on working and relating to the disadvantaged they haven't really used those or developed those in the company or pursued it with the energy that they do for the motivation and leadership type films. The smaller businesses which could use our films to develop programs just don't seem to have the time or haven't found the need to do this, or the outside push to get this done.
>
> We did have a report from Goodrich from . . . an Equal Employment Opportunity Officer, who worked strictly with the sensitivity type film and his report is in one of the letters included with this narrative . . .[208]

Regarding union contacts, Mrs. Borgerding said:

> I have continued to pursue these, the Fireman's Union, The Policeman's Union, the Chemical Worker's Union, the Rubber Worker's Union, the Hotel and Restaurant Worker's Union and all these different unions. I have a file that thick, but the problem is that the person I talk to is Head of the Union and he has no way to get to that union member in a training situation--so the Head of the Local

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[207] Narrative Report and Project Evaluation, Training and Sensitivity Project, June 30, 1972, pp. 2-4.

[208] Ibid., p. 5.

has to be the one who would set up a training program for his Local group of members. Well, none of those Local members has ever been trained. If we really want to pursue this, and maybe make it work--try to force it to work--we have to find some way to get the Education Director of, say the United Rubber Worker's, to get the heads of Locals to come in and be exposed to our films and get them riled up enough to want to plan programs and discussions for their union members. And this has never happened. I have spent conference after conference, telephone and in person with the education director of the Chemical Worker's Union, the Hotel and Restaurant Worker's Union, the Retail Clothing Worker's Union, and the United Rubber Worker's Union, and none of them has responded. And . . . the Police and Firemen--I've practically tried to drag them in here. I finally got the head of the Fireman's Training Department to agree to come in in January and he changed that appointment three times, finally he said that he was new in the job and he just couldn't do it, but he was absolutely primed, very eager, for everyting we are trying to do and yet he would not come in. He would not make the step. . . . And the Summit County Sheriff's Department had a training program--but not in understanding people. I went through a great deal of talk with him, wrote him letters and told him how we could help reinforce his program. He didn't want any help from us--typically.

These men are either new in their job and they have too much to do and trying to change ingrained prejudices is the last thing they do, or they have been in the job so long, they think it's worked, and they don't want any new ideas. They've got all the books and everything they want and they don't want to go through this. They resist new things. These exposures are not exactly easy to do and it's too much for them. . . .[209]

On being asked about the continuing contact with the National Alliance of Businessmen, Mrs. Borgerding replied:

. . . we have worked closely with them over the 2 years. They have come in periodically to review films and give their opinions. We attended their training and recruitment seminar last summer, a day long seminar, with the national director. This was a session in training the workman. They increased their pledges this year (the companies which pledged to hire the disadvantaged). What I found through working with the men in the NAB office is that many of these companies pledge to hire the disadvantaged

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[209] Ibid., pp. 5-6.

> and they complete their pledge, but they don't necessarily retain them. I tried for several months to get photographs of a man who had been hired and every time I called I was told either, no one was in that day, or that their pledges had quit or were sick, or some reason that they did not have these men that they had pledged to hire. I doubt if they do any training with these people (the disadvantaged that they hire). I called the Patch Rubber Company which had hired some. I talked to the manager of training and he said that they just didn't have time to do any kind of training with their employees or with the disadvantaged. They just had to come in and get to work. As far as special treatment or special training they just didn't have the facilities or the time to do that sort of thing. . . .[210]

When asked if National Alliance of Businessmen member companies want sensitivity training films (when they ask for training films), Mrs. Brogerding replied:

> Not necessarily. They'll try them. So many of these people who have taken out films, when I called them back and asked them what kind of response they got from their training session, they were vague, sort of embarrassed. You can't really determine whether they did use them, whether they had a reaction or whether the whole thing fell flat on its face. A lot of enthusiasm when you suggest films and suggest an answer for their need but no enthusiasm after they have used it. . . . I feel that when a . . . manager calls in . . . we should be in a position to have him come in, find out what his goals are, and train him to do the job. He doesn't know how to do it, and he doesn't know how using, say, That's Me, a film which has to do with attitudes and feelings can be used profitably. He doesn't know how to develop it with his men, and even if he's training them to do a sales job he could use one of our films to show how attitude plays a large role in sales. And the salesman, understanding some of his own little peculiarities and hang-ups and hostilities can be helped. We should be in a position, and often are, where we can take an active, aggressive role in demonstrating how to use films. Of course this would take a lot of time for each and every requestee, but we should be able to work with him so that he can do a good job.[211]

Mrs. Stahlecker, the interviewer, then commented that

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[210] Ibid., pp. 6-7.

[211] Ibid., pp. 7-8.

that is the purpose of the new project--to make a target group of the agencies. Mrs. Borgerding added that the project has had "less success with the business men than . . . with inner city agencies, the disadvantaged, . . . and these various service agencies that are dealing with people who have problems, not people who are working in a job."[212]

The taped conversation then turned to environmental films, which Mrs. Borgerding said have been an "in" topic with program chairmen of all types of organizations.[213] She then related how she presented programs on film use to the PTA Council program chairmen of the city and county, and to the Junior League, who developed training and leadership seminars based on planning techniques supplied by Group Services.[214]

The discussion then turned to black history and culture films:

> We have many films on black culture from all angles--cultural to historical aspects. They are used a great deal--I would say mainly by the schools, but where else do you begin. They are an educational as well as exposure type films. The churches and the schools have used these films, the Juvenile Detention Home, the Juvenile Court and people who work with the youths such as Manpower Development Training. They have been used primarily by or for young people. This is where I feel they should be used because these are the people who are coming up, the older people often have already closed their minds and don't have any inclination toward change. They should, but I'm afraid they don't. Another thing I have found--I would say we had difficulty with business and industry, in exposure films about disadvantaged blacks, etc. These same men who are working for a living and doing a job

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[212] Ibid., p. 8.

[213] Ibid., p. 9.

[214] Ibid.

> every day who don't have time to do the sensitivity training type programs will go at night to a church group and absorb these feelings and new viewpoints through films that we have loaned the churches. If we could pursue that angle more with ministers and group leaders, persuading them to do more training with thought to how films affect man in his workday world, we might be more successful. Attitude is a hard thing to measure, we have no objective way of knowing what kind of attitudes have changed, but perhaps they could be more easily changed at night in a relaxed atmosphere than they will be in a structured work situation. It is worth considering.[215]

The narrative report concludes with a summary of films use during the two-year period, and with the results of a film evaluation survey done during the months of April and May, 1972.

The film evaluation form used in the survey[216] was taped to every BOOKS/JOBS film circulated during these two months. Of the 178 forms returned, 134 were from schools, 38 from agencies, 4 from home use, and 2 from businesses.[217]

Of the 114 titles evaluated, most were evaluated only once, 40 twice, and the following 3 or more times:

Harriet Tubman and the Underground Railroad
History of the Negro in America
J.T.
Speedscene
Children's Emotions
Getting a Job Is a Job
Pheobe
The Poor Pay More
Weapons of Gordon Parks
How Babies Learn

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[215] Ibid., p. 10.

[216] See Appendix XXXII.

[217] Narrative Report and Project Evaluation, Training and Sensitivity Project, June 30, 1972, p. 12.

I'm Seventeen, Pregnant and Don't Know What to Do
Drugs and the Nervous System (evaluated 6 times)[218]

The following are a few sample quotes from evaluation sheets:

Run from Race:	Stimulated discussion on race and discrimination. Adult group.
Color of Justice:	Brings about a deeper understanding of the struggle for equal rights. H.S. group.
	Led to fine discussion on the judicial system and equal rights. Adult group.
The Detached Americans:	This film is outstanding but must be replaced at once as there are too many parts missing from splicing. (School)
	Used this in relation to a discussion of the relocation of Japanese-Americans during World War II. In spite of gaps because of it being a much used film, it stimulated a discussion on the need for protest and involvement. (School)
Eye of the Storm:	Reinforces the great dangers of discrimination, idolation and prejudice. (H.S.)
	A very effective film. (Adult)
Harriet Tubman:	Used it in discussion of choices people can make. Excellent. Develops awareness of courage as a human attribute unrelated to color. (Jr. High)

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[218] Ibid.

Hunger in America:	Strong reaction of shock from this adult group. Discussed causes, remedies and decided to research further as a group study.
	Adult group appalled and upset. No previous real realization.
J.T.:	Used by Juvenile Court in group from 13-18. Strong reaction and response in the discussion of love--of family, of friends, of animals, of knowledge, and the recognition that love must be given as well as received.
Listen, Please:	Used with Ohio Bell Chief Operators--to improve listening techniques when reports come in. Excellent discussion.
The Poor Pay More:	Upper income level Jr. High; students were stunned; all seemed totally unaware that the appearance of a store and the cost of food were not related. One comment: "We're lucky to have a teacher who shows us these things!"[219]

Appended to this research paper are eight evaluation letters written in response to this evaluation form (including the letter from the Goodrich Equal Opportunity Officer referred to by Mrs. Borgerding in her report).[220]

This chapter concludes with a summary of film use over the two-year period of the Training and Sensitivity Project:

> Most constant users of the films (weighted in obvious cases by sheer volume of potential users, i.e., schools and churches) over the two-year period were in this order:

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[219] Ibid., pp. 13-14.

[220] Supra., p. 81. See Appendices XXXIII through XL for eight evaluation letters.

25%	Schools (public, private, parochial, city, county and Akron U.) Churches (a fantastic variety of denominations) United Fund Agencies (including YM, YW, Catholic Service, Scouts)
12-1/2%	Vocational Rehabilitation Agencies (including OBES, Manpower Training, Minority Business Counseling) Health Education (including hospital and practical nurse training)
10%	Businesses (mostly small ones) Government Agencies (includes U.S. Naval Reserve, Ohio National Guard, Akron Recreation Dept. and others)
30%	Independent Clubs (young adult and adult) Family Life and Childhood Education Institutions (including Boards of Education, Family Counseling Center, Day Care Centers)
5%	Rehabilitation of the Individual (including agencies working with drug and alcohol abuse, mentally and emotionally disturbed, juvenile delinquents)
5%	Office of Economic Opportunity (including Model Cities, Community Action Council, etc.)

The largest individual borrowers, excluding elementary schools, high schools and churches, were:

Manpower Development and Training Center
Juvenile Court Center
University of Akron
Children's Services Board
Catholic Service League
Model Cities Components
Ohio Bureau of Employment Services
Children's Hospital

Some groups borrowed extensively from the library fil.. collection exclusive of BOOKS/JOBS strictly for the entertainment of workers (businesses), members (churches), or patients (nursing homes) and showed no interest in BOOKS/JOBS materials.

While Business use decreased slightly, but noticeably (2%) agency use increased steadily (6%) over the

two-year period.[221]

[221]Narrative Report and Project Evaluation, Training and Sensitivity Project, June 30, 1972, pp. 11-12.

CHAPTER VII

SUMMARY

The final narrative report (June 30, 1972) is actually a report and evaluation covering the two-year period of the Training and Sensitivity Project, and in addition, has some reference to the evolution of the Ohio BOOKS/JOBS Project as administered by Akron Public Library as a whole.[222]

Akron Public Library was closely involved with the Ohio BOOKS/JOBS Project from its inception. Mrs. Luanna Stahlecker, Assistant Librarian and Head of Main Library, was a member of the original Advisory Committee assembled by invitation of Joseph Shubert, State Librarian; Secretary to the Ohio Steering Committee; Chairman of the Summit County BOOKS/JOBS Committee; and remained closely connected with the three ensuing BOOKS/JOBS projects as Federal Projects Coordinator at Akron Public Library. Mrs. Stahlecker was largely responsible for the writing of narrative reports for the three projects, and brought her sense of history, continuity and administration of the projects, as well as on-going participation (i.e., film preview, as a member of the BOOKS/JOBS Film Preview Committee) to this task.

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[222] Supra., pp. 76-77.

In the historical evaluation referred to above, Mrs. Stahlecker points out how the project emphasis shifted from business to agency contacts as a means of alleviating economic and personal distress for members of "disadvantaged" groups. She also states that in each succeeding BOOKS/JOBS project, "the direction planned or developed has been an outgrowth of what has been done and what the current situation dictates as that most possible of success."[223]

Also referred to in this paper is how current topics of interest change with current public interest. Program chairmen select materials on topics that are "in," and these topics of interest can change rather rapidly.

All of this suggests that, although original statements of objectives and plans for each project were clearly delineated, the logic of events had considerable influence in dictating the precise directional focus and sequential flow of activities in the three projects. In other words, very often "one thing led to another," or one activity suggested a logical subsequent activity.

For example, Action at the Summit was inspired by the desire to become better acquainted with area agencies serving the disadvantaged, as a result of a loss of interest by area businesses and industries in hiring the disadvantaged due to the current recession; and this in turn led to the survey of staff training and development programs in all

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[223] Ibid.

types of organizations throughout the county. This information in turn again led to an awareness of the deficiency of staff training methods in organizations of all types (except major industries, such as the rubber companies) and inspired the "exposure" sessions at Akron Public Library of organizational training directors to training and sensitivity materials and methods. This last concept led directly to the current (1972 - 1974) BOOKS/JOBS project at Akron Public Library--the Community Services Staff Development Project. In the current project actual workshops on staff development, involving 60 to 70 agencies, are being conducted to demonstrate sensitivity training materials and methods to agency staff trainers.

In their article in Library Journal, October 1, 1970, Joseph Shubert, State Librarian of Ohio, and C. Edwin Dowlin, Division of Library Development, commenting on the Ohio BOOKS/JOBS project activities to that date, said:

> Probably the major change in library service resulting from the supplying of the supplementary list material was that many librarians now were working with agencies from which they had formerly been isolated. In communities which developed imaginative programs these patterns of joint action are continuing.
>
> New communications links between libraries and agencies working with the unemployed and underemployed were also a major part of the eight experimental pilot projects.[224]

The theme of expanded agency contacts surely continued, and became an even more significant factor, during

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[224]Shubert, "Ohio's BOOKS/JOBS Program," p. 3241.

the ensuing BOOKS/JOBS projects at Akron Public Library.

In this same article, reference is made to an unpublished memorandum on the Ohio BOOKS/JOBS Program by Alvin J. Goldwin, associate dean of Case Western Reserve Library School. Written in June, 1970, the author refers to the Ohio BOOKS/JOBS Project as an "experiment in aggressive librarianship," and suggests that, instead of 70 per cent of the funds being spent for materials and 30 per cent for staff, the percentages might have been reversed.[225]

This, of course, did happen to some extent. Part-time, and eventually full-time, staff were paid out of BOOKS/JOBS funds, and in the current Akron Public Library project--Community Services Staff Development--a full-time librarian and clerk are paid from federal funds.[226]

Another comment by Mr. Shubert and Mr. Doulin in the article is on the question of workshops:

> The most serious omission was the projected series of workshops on services and materials which were to have been conducted after the granting of funds. These workshops would have helped fill the requests by librarians for help in understanding the problems of unemployment, guidance in program planning and assistance in the promotion of projects.[227]

As has been noted, a prototype workshop was held at Akron Public Library during the Training and Sensitivity Project, even though such a provision was not actually spelled

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[225] Ibid., p. 3242.

[226] Akron Public Library, Akron, Ohio, Community Services Staff Development Project Application, Feb. 24, 1972, p. 9.

[227] Shubert, "Ohio's BOOKS/JOBS Program," p. 3243.

out in the project proposal. Again, this idea has been much more fully developed in the Community Services Staff Development Project, four major, all-day staff development workshops being an integral part and central feature of the proposal.[228]

This research paper will conclude with some relevant film statistics and some observations and comments derived from interviews with Akron Public Library personnel who have been closely involved with the BOOKS/JOBS project during the past several years, and have therefore been in an excellent position to observe its success in reaching the intended clientele (i.e., the non and underemployed) and its impact on the library.

The BOOKS/JOBS project has, of course, had its most significant impact on Group Services Department. In December, 1968 (the first year of the project) the total film collection included 1075 films and 469 filmstrips. In December, 1972 (the conclusion of the four BOOKS/JOBS projects described in this paper) the collection included 1169 films and 489 filmstrips. It is well to emphasize here that it is not the policy of Akron Public Library to significantly expand its film collection. Rather, the size of the collection remains relatively fixed; as new films are added, worn or out-dated films are withdrawn or replaced. The policy is an accommodation to limited space and staff assigned to the Film Bureau (included within Group Services

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[228]Community Services Staff Development Project Application, Feb. 24, 1972, p. 8.

Department).[229]

BOOKS/JOBS films and filmstrips added to the collection during the four-year period were: 151 films and 61 filmstrips. Mrs. Laurel Fischer, Coordinator of Group Services, emphasized that the main impact of BOOKS/JOBS film additions had been to alter the character of the collection: federal funds provided through the project enabled department staff to purchase heavily in the special areas suggested by the projects. She also stressed that they would have purchased in these areas anyway (as they are topics of great current interest) but federal funds enabled a substantially larger concentration on these types of films.[230]

Mrs. Fischer also supplied some further extremely significant statistics. The number of film showings in 1968 was: 18,735, with a total of 960,378 viewers. Filmstrip showings in 1968 were: 1328 with 46,825 viewers. In 1972, these figures had leaped dramatically. The number of film showings (1972) was: 33,222, with 1,447,752 viewers. Filmstrip showings (1972) were: 1918, with 72,026 viewers.[231]

BOOKS/JOBS Project funds, enabling the library to purchase additional films in such areas as black culture and history, personal and professional growth, group training, including sensitivity and encounter, and many others, enriched

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[229]Laurel J. Fischer, Coordinator of Group Services, Akron Public Library, private interview on June 5, 1973.

[230]Fischer, private interview on June 5, 1973.

[231]Fischer, private interview on June 5, 1973. Film usage statistics for the three projects are summarized in Appendices XLI, XLII and XLIII.

the collection in these special areas that otherwise would have occupied a smaller portion of the collection. These circulation (or rather, film showings) statistics suggest that BOOKS/JOBS film purchases were in areas that coincided with general public interest, or that possibly there is a direct causal relationship between the activities of the project and the markedly increased number of film showings from 1968 to 1972, i.e., that project activities greatly stimulated film use during the four-year period.

Interviewing Mrs. Betty Pavlov, Head of the Film Bureau (who has worked with the project from its inception) revealed that current film circulation statistics suggest that the present BOOKS/JOBS project (1972 - 1974) has continued to stimulate film usage. In January, 1973, film circulation reached a record high of 116 for a daily average, i.e., an average of 116 films left and returned (and were inspected) to Group Services daily during the month of January. This is a monthly circulation of 3,132 films (not film showings). She also said that May, 1973, had a record high circulation for the month of May (which is usually the peak month of the year).[232]

Mrs. Pavlov pointed out that the whole purpose of the BOOKS/JOBS project was to meet a demand in the community for films in certain specific areas, such as black history and culture, which were available nowhere else in the area at

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[232]Betty L. Pavlov, Head of the Film Bureau, Akron Public Library, private interview on June 7, 1973.

the time (i.e., in the late 1960's, when this topic became so popular).

Mrs. Pavlov said that early project funds were spent exclusively for films and projection equipment. She added that a subtle, but substantive, result of the project was film selection more attuned to community needs. This was achieved by bringing in experts and interested people from the community to preview and help select films for purchase.

Mrs. Pavlov commented that Wooster Branch has made substantial and continuing use of black culture and history films that were selected with the assistance of the branch librarian, Mrs. Mildred Wright (who is black). Mrs. Wright has used films in working with a black fraternity (Alpha Phi Alpha)[233] and Head Start Groups.

A final observation of Mrs. Pavlov is that BOOKS/JOBS films and activities have had a decided impact on the sheer volume of routines engaged in by the department. Not only has the character of the collection changed, but the booking, circulation, inspection and shelving of films have been, along with the corresponding record-keeping involved, greatly increased as a result of the activities of the past several years, as witnessed by the 1973 circulation figures mentioned above.[234]

In Philosophy, Religion and Education Division, it

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[233] Supra., p. 76.

[234] Pavlov, private interview on June 7, 1973.

was found that many of the original Core List books are still on the shelves, such as: Marshall, Austin, How to Get a Better Job; Murphy, James M., Handbook of Job Facts; and Splaver, Sarah, Your Career If You're Not Going to College (original and new edition). Miss Norma North, division head, explained that job and career materials at this level (adult education material for a low-education clientele) are still hard to find, and that some of the collection (371.425's) are new editions of the original books.[235]

Mrs. Curtice Myers, Head of Science and Technology Division, explained that some of the original Core and Supplementary List materials were more adequate than others, that the need for basic education materials on the adult level in vocational and personal improvement areas is not generally understood by publishers, resulting in limited available material. She therefore still uses many of the original materials appropriate to the division.[236]

Mrs. Myers also commented that the drug abuse literature has recently been changing from education about drugs and drug abuse to basic education in contrasting value systems, including a set of values that excludes drug use or abuse. She said she recently attended a conference of

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[235]Norma North, Head of Philosophy, Religion and Education Division, Akron Public Library, private interview on June 5, 1973.

[236]Curtice Myers, Head of Science and Technology Division, Akron Public Library, private interview on June 5, 1973.

educators at which a policy of education at elementary levels on basic values is being promulgated at the state level.[237]

Mrs. Marie Graves, Head of Bookmobiles and Institutions, said her multiple copies of Core and Supplementary List materials have never been replaced (when lost or discarded) because of budget considerations. She commented that it has been her experience that self-help methods and materials fail at levels where basic skills are lacking. She added that at the county jail, one of the more successful institutional services, basic education materials on such subjects as welding, electricity, mathematics and jet engines have been in great demand, whereas reading and English materials have not been notably popular.[238]

The final observations are those of Mrs. Luanna Stahlecker who commented that in light of the original purpose of the BOOKS/JOBS Project--to provide books and pamphlets to meet the needs of patrons on low-income levels--it is her observation (for which there are no verifying statistics) that the library has a larger number of patrons from the lower socio-economic levels as a result of the project. This was due partly to the move (during the continuance of the BOOKS/JOBS project) of the Main Library to its present location where it became more nearly an

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[237]Myers, private interview on June 5, 1973.

[238]Marie Graves, Head of Bookmobiles and Institutions, Akron Public Library, private interview on June 6, 1973.

inner-city library. She also believes that the BOOKS/JOBS Project has brought many new patrons to the library, through its Manpower tours, etc., who are members of disadvantaged groups, and that this has been a continuing phenomenon, bringing a lasting benefit to the community.[239]

These final "evaluative" comments and observations serve to emphasize the need and advantage of sound evaluation measures. The current (1972 - 1974) BOOKS/JOBS Project--Community Services Staff Development--has included in its proposal and contract provision for an Evaluation Committee, composed of four authorities in the field of library science. This is an independent body which has designed its own series of evaluation forms to be used in specified ways throughout the project. When the project is over, raw evaluation data will presumably be thoroughly recorded and tabulated. The committee will then submit its own evaluation to the State Library of Ohio.[240]

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[239]Stahlecker, private interview on June 5, 1973.

[240]Community Services Staff Development Project Application, Feb. 24, 1972, p. 16.

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